



History and Social Science
Standards of Learning
Enhanced Scope
and Sequence

World History and Geography to 1500 A.D.

Commonwealth of Virginia
Department of Education
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2004

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Introduction

The *History and Social Science Standards of Learning Enhanced Scope and Sequence* is a resource intended to help teachers align their classroom instruction with the History and Social Science Standards of Learning that were adopted by the Board of Education in March 2001. The History and Social Science Enhanced Scope and Sequence is organized by topics from the original Scope and Sequence document and includes the content of the Standards of Learning and the essential knowledge and skills from the Curriculum Framework. In addition, the Enhanced Scope and Sequence provides teachers with sample lesson plans that are aligned with the essential knowledge and skills in the Curriculum Framework.

School divisions and teachers can use the Enhanced Scope and Sequence as a resource for developing sound curricular and instructional programs. These materials are intended as examples of how the knowledge and skills might be presented to students in a sequence of lessons that has been aligned with the Standards of Learning. Teachers who use the Enhanced Scope and Sequence should correlate the essential knowledge and skills with available instructional resources as noted in the materials and determine the pacing of instruction as appropriate. This resource is not a complete curriculum and is neither required nor prescriptive, but it can be useful instructional tool.

The Enhanced Scope and Sequence contains the following:

- Units organized by topics from the original History and Social Science Scope and Sequence
- Essential understandings, knowledge, and skills from the History and Social Science Standards of Learning Curriculum Framework
- Related Standards of Learning
- Sample lesson plans containing
 - Instructional activities
 - Sample assessment items
 - Additional activities, where noted
 - Sample resources

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Organizing Topic

Paleolithic Era to Agricultural Revolution

Standard(s) of Learning _____

- WHI.2 The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by
- a) explaining the impact of geographic environment on hunter-gatherer societies;
 - b) listing characteristics of hunter-gatherer societies, including their use of tools and fire;
 - c) describing technological and social advancements that gave rise to stable communities;
 - d) explaining how archaeological discoveries are changing present-day knowledge of early peoples.

Essential Understandings, Knowledge, and Skills _____

Correlation to
Instructional Materials

Skills (to be incorporated into instruction throughout the academic year)

Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.

Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.

Identify major geographic features important to the study of world history.

Analyze trends in human migration and cultural interaction.

Content

Explain that the life of early hunter-gatherer societies was shaped by their physical environment.

Explain that Homo sapiens emerged in Africa between 100,000 and 400,000 years ago.

Explain that Homo sapiens migrated from Africa to Eurasia, Australia, and the Americas.

Explain that early humans were hunters and gatherers whose survival depended on the availability of wild plants and animals.

Explain that early human societies, through the development of culture, began the process of overcoming the limits set by the physical environment.

Describe the hunter-gatherer societies during the Paleolithic Era (Old Stone Age), using the following information as a guide:

- Were nomadic (migrated in search of food, water, shelter)
- Invented the first tools, including simple weapons
- Learned how to make fire
- Lived in clans
- Developed oral language
- Created “cave art”

Explain that the beginning of settled agriculture (including permanent settlements) was a major step in the advance of civilization.

Identify the activities of societies during the Neolithic Era (New Stone Age):

- Developed agriculture
- Domesticated animals
- Used advanced tools
- Made pottery
- Developed weaving skills

Explain that archaeologists continue to find and interpret evidence of early humans and their lives.

Explain that archaeologists study past cultures by locating and analyzing human remains, fossils, and artifacts.

Explain that archaeologists apply scientific tests such as carbon dating to analyze fossils and artifacts.

Identify Stonehenge as an example of an archaeological site in England that was begun during the Neolithic and completed during the Bronze Age.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

International History Project. <<http://ragz-international.com/hieroglyphics.htm>>. This site provides information on Egyptian hieroglyphics.

“Neolithic Era (The Stone Age).” North Georgia College and State University.

<<http://radar.ngcsu.edu/~jtwynn/neolithic.htm>>. This site provides information on the Neolithic Era.

“Paleolithic Era.” North Georgia College and State University. <<http://radar.ngcsu.edu/~jtwynn/paleolithic.htm>>. This site provides information on the Paleolithic Era.

“Under Paleolithic France.” Beloit College. Logan Museum.

<<http://www.beloit.edu/~museum/logan/paleoexhibit/upperpaleo.htm>>. This site provides a timeline of Upper Paleolithic France, as well as pictures of artifacts from the period.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for World History I. Virginia Department of Education 2003/04.

<http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wh1-1.pdf>.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning.

World History and Geography: 1500 A.D. to the Present. Test Blueprint. Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint7WHI.pdf>>.

This site provides assessment information for World History and Geography to 1500 A.D.

Session 1: Introduction to the Paleolithic Era _____***Materials***

- Teacher-developed pre-test, including a world map that indicates historical and current locations for students to label
- Handout – “Vocabulary of Early Humans” (Attachment A)

Instructional Activities

1. Administer the pre-test on general world locations.
2. Instruct students to define specific vocabulary related to World History 2 a-d and 3 a-e. See attachment A.
3. Assign a teacher-selected reading on Prehistoric people.
4. Assign a worksheet or other reinforcement activity, using available teacher resources.

Session 2: Classification of Prehistoric People

Materials

- “Classifying Prehistoric People” chart (Attachment B)

Instructional Activities

1. Review the pre-test from the previous session.
2. Review the vocabulary, providing examples or explanations to aid comprehension.
3. Discuss the following questions based on the reading assigned in the previous session:
 - Where did early humans first appear? How did this location affect their lives?
 - What are the characteristics of hunting and gathering societies?
4. Distribute the “Classifying Prehistoric People” chart (Attachment B) for students to complete using the textbook and class notes.
5. Assign a reading selection on the Paleolithic and Neolithic Era.

Session 3: The Evolution from Paleolithic to Neolithic

Materials

- “Classifying Prehistoric People” chart (Attachment B)

Instructional Activities

1. Review the previous session’s content.
2. Discuss the following questions based on the assigned reading:
 - What were the major accomplishments of hunting and gathering societies during the Paleolithic Era?
 - What methods and techniques do scientists and archaeologists use that allow us to understand how early humans lived?
 - What changes during the Neolithic Era gave rise to civilization?
3. Discuss the importance of the “Neolithic revolution.”
4. Review the “Classifying Prehistoric People” chart (Attachment B).
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 4: Importance of the Neolithic Revolution_____

Materials

- Teacher-selected video on early humans
- Teacher-provided video viewing guide for each student (see attachment C)

Instructional Activities

1. Select a video describing either the development of early humans or the lives of early hunting-gathering peoples.
2. Provide a video viewing guide for students to complete while viewing. See Attachment C for instructions on how to prepare a viewing guide.
3. Show the selected video.
4. As a class, discuss key information that students have obtained from watching the selected video.
5. Instruct students to write a short essay describing the importance of the Neolithic revolution in the history of civilization.

Session 5: Assessment

Materials

- Assessment (For sample assessment items, see Attachment D.)

Instructional Activities

1. Administer the assessment.

Attachment A: Vocabulary of Early Humans

Using your textbook, define the following terms based on their relevance to the study of early humans. Be sure to include answers for the 5 W's and H (who, what, where, when, why, and how) for the terms. Learning these definitions will prepare you to tell the story of history.

Prehistory
Archaeology
Artifacts
Radiocarbon dating
Homo habilis
Homo sapiens
Olduvai Gorge
Mesolithic
Culture
Neanderthal
Lascaux
Domestication
Jericho

Anthropology
Hominids
Fossils
“Lucy”
Homo erectus
Mary and Louis Leakey
Paleolithic
Neolithic
Technology
Cro-Magnon
Neolithic Revolution
Agriculture
Catal Huyuk

Attachment B: Classifying Prehistoric People _____

Directions: Using your textbooks and class notes, complete the chart:

	Paleolithic		Mesolithic		Neolithic
	<i>Homo habilis</i> (Early Humanlike Creatures)	<i>Homo erectus</i> (The First People)	<i>Homo sapiens neanderthalensis</i> (Neanderthal People)	<i>Homo sapiens</i> (Cro-Magnon People)	Neolithic People
Physical Characteristics					
Time and Location					
Tools and Technology					
Miscellaneous Aspects of Culture and Daily Life					

Attachment C: Creating a Video Viewing Guide

To create a video viewing guide for students, follow the steps below:

- Play the video. As you hear or see information deemed important, pause the video and write a question that corresponds to the information you want students to remember. An effective way to do this is to quote the video directly (you may have to replay the scene to do this), and omit the information you want students to learn so that they can fill in the blanks.
- Continue this process until you have watched the entire video.
- Aim for a total of 25-30 questions.
- At the end, you may also wish to add a few open-ended questions that encourage the students to think critically about the video as a whole. For example, as appropriate, you may wish to design these open-ended questions to help students
 - compare or contrast selected concepts or images from different parts of the video
 - consider the causes or effects of events or situations presented in the video
 - relate the concepts in the video to concepts studied in previous organizing topics or in previous grades
 - discover connections between the video and the present-day with regard to concepts, practices, or events.

Attachment D: Sample Assessment Items

Asterisk () indicates correct answer.*

- | | |
|---|--|
| <ol style="list-style-type: none">1. Homo sapiens in Africa, between 100,000 and 400,000 years ago,<ol style="list-style-type: none">A lived in semi-permanent settlements.B had an organized government.C had complex tools.D were nomadic.*2. Neolithic societies<ol style="list-style-type: none">A were disorganized.B relocated frequently in search of food.C had simple tools.D were also referred to as New Stone Age.*3. Scientists that study past cultures by analyzing human remains, fossils, and artifacts are called<ol style="list-style-type: none">A Paleontologists.B Archaeologists.*C Psychologists.D Entomologists.4. An example of a site in England that was begun during the Neolithic Age and completed during the Bronze Age is<ol style="list-style-type: none">A Mesopotamia.B Ganges.C Stonehenge.*D Delian. | |
|---|--|

Organizing Topic

Ancient River Valley Civilizations

Standard(s) of Learning _____

- WHI.3 The student will demonstrate knowledge of ancient river valley civilizations, including Egypt, Mesopotamia, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Kush, by
- a) locating these civilizations in time and place;
 - b) describing the development of social, political, and economic patterns, including slavery;
 - c) explaining the development of religious traditions;
 - d) describing the origins, beliefs, traditions, customs, and spread of Judaism;
 - e) explaining the development of language and writing.

Essential Understandings, Knowledge, and Skills _____

*Correlation to
Instructional Materials*

Skills *(to be incorporated into instruction throughout the academic year)*

Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.

Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.

Identify major geographic features important to the study of world history.

Analyze trends in human migration and cultural interaction.

Content

Explain that during the New Stone Age, permanent settlements appeared in river valleys and around the Fertile Crescent.

Explain that river valleys provided rich soil for crops, as well as protection from invasion.

Identify the location of the earliest river civilizations (about 3500 to 500 B.C.), using the following information as a guide:

- Egyptian civilization—Nile River Valley and Delta (Africa)
- Mesopotamian civilization—Tigris and Euphrates River Valleys (Southwest Asia)
- Indian civilization—Indus River Valley (South Asia)
- Chinese civilization—Huang He Valley (East Asia)

Explain that these river valleys offered rich soils for agriculture and tended to be in locations easily protected from invasion by nomadic peoples.

Identify early civilizations (2000 to 500 B.C.), using the following information as a guide:

- Hebrews settled between the Mediterranean Sea and the Jordan River Valley (part of Fertile Crescent in Southwest Asia).
- Phoenicians settled along the Mediterranean coast (part of Fertile Crescent in Southwest Asia).
- Kush was located on the upper (southern) Nile River (Africa).

Explain that river valleys were the “Cradles of Civilization.” Early civilizations made major contributions to social, political, and economic progress.

Describe the development of social patterns of ancient river valley civilizations, using the following information as a guide:

- Hereditary rulers (dynasties of kings, pharaohs)
- Rigid class system, where slavery was accepted

Describe the development of political patterns of ancient river valley civilizations, using the following information as a guide:

- World’s first states (city-states, kingdoms, empires)
- Centralized government (often based on religious authority)
- Written law codes (Ten Commandments, Code of Hammurabi)

Describe the development of economic patterns of ancient river valley civilizations, using the following information as a guide:

- Metal tools and weapons (bronze, iron)
- Increasing agricultural surplus (better tools, plows, irrigation)
- Increasing trade along rivers and by sea (Phoenicians)
- Development of the world’s first cities
- Specialization of labor

Explain that religion was a major part of life in all early civilizations.

Describe the religious traditions that developed in ancient civilizations, using the following information:

- Polytheism was practiced by most early civilizations.
- Monotheism was practiced by the Hebrews.

Explain that the monotheism of Abraham became the foundation of Judaism, Christianity, and Islam—religions that changed the world. The Hebrews were the first to become monotheists.

Identify the origins of Judaism, using the following information as a guide:

- Abraham
- Moses
- Jerusalem

Describe the essential beliefs, traditions, and customs of Judaism, using the following information as a guide:

- Belief in one God (monotheism)
- Torah, which contains written records and beliefs of Hebrews
- Ten Commandments, which state moral and religious conduct

Describe the influence Judaism had on Western civilization, using the following information as a guide:

- Exile
- Diaspora

Explain that language and writing were important cultural innovations.

Identify the forms of language and writing that existed in early civilizations, using the following information as a guide:

- Pictograms (earliest written symbols)
- Hieroglyphics (Egypt)
- Cuneiform (Sumer)
- Alphabet (Phoenicians)

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

Ancient Mesopotamia. Penn State, College of Education.

<http://www.ed.psu.edu/k-12/edpgs/su96/meso/mesopotamia.html>. This site contains a lesson plan for teaching Ancient Mesopotamia.

“Egyptian Art.” *History of Art and Architecture.* Beloit College.

<<http://www.beloit.edu/~arthist/historyofart/egyptian/egyptian.htm>>. This site provides samples of Egyptian art.

“The Four River Valley Civilizations.” Washington State University.

<http://www.wsu.edu/~glynn/River_files/v3_document.htm>. This site contains an electronic presentation on ancient river valley civilizations.

“Indus Valley Civilization.” *MANAS: India and Its Neighbors.* Social Sciences at UCLA.

<http://www.sscnet.ucla.edu/southasia/History/Ancient/Indus2.html>. This site provides information on the Indus Valley Civilization.

Mesopotamia, The Sumerians. <http://www.wsu.edu:8080/~dee/MESO/SUMER.HTM>. This site provides a brief history of the Sumerians.

“Old Kingdom Egypt.” *History for Kids.* <<http://www.historyforkids.org/learn/egypt/history/oldkingdom.htm>>. This site provides information on the Old Kingdom.

“Old Kingdom Egypt.” *World History Chronology.* North Park University, Chicago.

<<http://campus.northpark.edu/history/WebChron/Africa/OldKingdom.html>>. This site provides historical information on the Old Kingdom.

“River Valley Empires: 3200 B.C. – 400 A.D.” *WebChron.* North Park University.

<<http://campus.northpark.edu/history/WebChron/World/RiverValley.html>>. This site provides information on the ancient river valley empire.

“Shang Dynasty.” *Emuseum: China.* Minnesota State University.

http://www.mnsu.edu/emuseum/prehistory/china/ancient_china/shang.html. This site provides information on the Shang Dynasty and a link to information on the Shou Dynasty.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for World History I. Virginia Department of Education 2003/04. <http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wh1-1.pdf>.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: World History and Geography: 1500 A.D. to the Present. Test Blueprint. Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint7WH1.pdf>>. This site provides assessment information for World History and Geography to 1500 A.D.

Session 1: Location of River Valley Civilizations

Materials

- Teacher-developed test on prehistoric people
- “River Valley Civilizations Map Activity” (Attachment A)

Instructional Activities

1. Instruct students to map the locations of the four “river valley” civilizations. Have them include in the map activity any major landforms and cities relevant to each civilization (Attachment A).
2. Assign a reading selection on river valley civilizations.

Session 2: Characteristics of a River Valley Civilization _____

Materials

- Teacher-developed map test

Instructional Activities

1. Review student maps, then assign a map test. Discuss the following characteristics of a “river valley” civilization:
 - Division of labor
 - Complex social institutions (religion/government)
 - Advanced technology
 - Calendar
 - Written language
2. Discuss the following questions based on the assigned reading:
 - What is the final step in the establishment of a civilization?
 - What characteristics do the four “river valley” civilizations have in common?
 - Complex social institutions (religion/government)
 - Advanced technology
 - Division of labor
 - Calendar
 - Written language
3. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Sessions 3—11: Egypt, Mesopotamia, Indus River, and Huang He Civilizations _____

Materials

- “River Valley Civilizations Vocabulary” (Attachment B)

Instructional Activities

NOTE: The following Web resources may be helpful in teaching this session:

- “Old Kingdom Egypt.” *World History Chronology*.
<<http://campus.northpark.edu/history/WebChron/Africa/OldKingdom.html>>.
- “Old Kingdom Egypt.” *History for Kids*. <<http://www.historyforkids.org/learn/egypt/history/oldkingdom.htm>>.
- “Egyptian Art.” <<http://www.beloit.edu/~arthist/historyofart/egyptian/egyptian.htm>>.
- *Mesopotamia, The Sumerians*. <http://www.wsu.edu:8080/~dee/MESO/SUMER.HTM>.
- *Ancient Mesopotamia*. <http://www.ed.psu.edu/k-12/edpgs/su96/meso/mesopotamia.html>.
- “Indus Valley Civilization.” <http://www.sscnet.ucla.edu/southasia/History/Ancient/Indus2.html>.
- “Shang Dynasty.” http://www.mnsu.edu/emuseum/prehistory/china/ancient_china/shang.html.

1. Select the order in which to teach the “river valley civilizations.” Discuss each civilization according to the following information, as appropriate:
 - Students should develop a timeline of events associated with each of the following river valley civilizations:
 - Egypt – Old, Middle, and New Kingdoms; shifts in power; causes for different kingdoms
 - Mesopotamia – Sumerians; Akkadians; Babylonians; Hittites; Assyrians; Chaldeans
 - Indus River – establishment; height; cause for collapse
 - Huang He (Yellow River) – mythic beginnings; Shang; Zhou
 - As students learn about each river valley, they should practice using the appropriate vocabulary (Attachment B) to discuss the civilizations.
 - In class discussion, have students focus on the major achievements and contributions made by each of the four civilizations.
2. Provide students with the list of river valley civilizations. Instruct students to select one of the civilizations and complete one of the following projects on their selection:
 - Prepare a model from clay, wood, or paper of an artifact representative of one from their selected civilization. Prepare a one-page description of the item explaining the following: the time period the item represents, how it was used, probable material used, what level of society would have used the item.
 - Prepare a drawing that represents the fashion of the time period. A one-page explanation of the fashion should accompany the drawings. Include the time period, materials used, hairstyle, composition of make-up, and other related information.
 - Prepare a three-page report explaining the type of religion observed by the inhabitants of their selected civilization.
 - Prepare a drawing that represents some of the Gods the inhabitants would have worshipped. Include a one-page explanation of the Gods.
 - Prepare a three-page report on the geography of the region their civilization occupied. Representative drawings or maps prepared by the student may substitute for two pages of the report.
 - Prepare a three-page report on the transportation available to the inhabitants of their civilization. Representative drawings or models prepared by the student may substitute for two pages of the report.
 - Prepare a student-selected project for which the student obtained prior approval from the teacher.
3. Assign a teacher-selected reading, worksheet, or other reinforcement activity using available teacher resources.

Session 12: Phoenician, Lydian, and Kush Civilizations

Materials

- Questions on Phoenicians, Lydians, and Kush

Instructional Activities

1. Examine the civilizations of Phoenicians, Lydians, and Kush.
2. Discuss the following questions relative to each civilization:
 - What are the major contributions of the “minor” civilizations that developed between 2000 and 500 B.C.?
 - Since religion is one of the characteristics of a civilization, what was the religion of most early civilizations?
 - Since the written language is the final characteristic of a civilization to develop, what are the forms of written language that develop in the four cradles of civilization?

NOTE: Students should take notes during discussion.

3. Class discussion should focus on the contributions of these civilizations and their impact on later civilizations.

Session 13: World Religions

Materials

- “World Religions Chart” (Attachment C)
- Questions on world religions

Instructional Activities

1. Describe the development of the Hebrew civilization. Begin the development of a world religions chart (Attachment C).
2. Discuss the major contribution of the Hebrews, focusing on the following questions:
 - Religion is one of the characteristics of a civilization. What was the major religion of most early civilizations?
 - What are the basic beliefs of Judaism?
 - How does Judaism influence later events in Western civilization?
3. Allow time for students to complete the “World Religions Chart” and review it. The review could be a group activity.

Session 14: Assessment

Materials

- Assessment (For sample assessment items, see Attachment D.)

Instructional Activities

1. Administer the assessment.

Attachment A: River Valley Civilizations Map Activity _____

Using your textbook and the map provided, locate the following.

Mesopotamia

Tigris River
Fertile Crescent
Mediterranean Sea
Red Sea
Babylon

Euphrates River
Persian Gulf
Arabian Peninsula
Ur

Nile River Valley

Nile River
Nile Delta
Sinai Peninsula

Sahara Desert
Thebes

Indus River Valley

Indus River
Harappa
Arabian Sea
Bay of Bengal

Hindu Kush Mountains
Mohenjo-Daro
Himalayan Mountains
Ganges River

Huang He Valley

Huang He
Gobi Desert
Yangtze (Chang Jiang)

Yellow Sea
Anyang
Xi Jiang

Attachment B: River Valley Civilizations Vocabulary

Mesopotamia

Mesopotamia
Semites
ziggurat
flax
Stylus
Fertile Crescent
dynasty
Hammurabi
Moses
Nebuchadnezzar
Darius I
Zoroaster
patriarchal
confederation

City-state
cuneiform
Hammurabi
Babylonians
bureaucracy
Sargon I
Gilgamesh
Abraham
Solomon
Cyrus II
Xerxes
monotheism
barter
Exodus

Egypt

Old Kingdom
Namer/Menes
monarchies
pyramids
pharaoh
Empire
Ahmose
Thutmose III
Nefertiti
polytheism
Book of the Dead

Middle Kingdom
Dynasty (used in Mesopotamia)
theocracy
Hyksos
Thebes
monotheism
Hatshepsut
Akhenaton/Amenhotep
Ramses II
hieroglyphics

Indus River Valley

Monsoons
Mohenjo-Daro

Harrappa
subcontinent

Huang He

Yu the Great
Xia Dynasty
Shang Dynasty
Mandate of Heaven

loess
mandate
oracle bones

Attachment C: World Religions Chart

Religions	Christianity	Islam	Judaism	Buddhism	Hinduism	Shintoism	Taoism	Confucianism
When was the religion founded?								
Who founded the religion?								
Where was the religion founded?								
Identify the sacred writings and holy books of the religion.								
List major laws associated with the religion.								
Identify rituals and practices associated with the religion.								
Based on this religion, is there a heaven and, if so, how do you get there?								

Attachment D: Sample Assessment Items _____

Asterisk () indicates correct answer.*

<p>1. Which of the following was a river valley civilization in Africa about 3500 to 500 B.C.?</p> <p>A Mesopotamia</p> <p>B Phoenicia</p> <p>C Hindu Kush</p> <p>D Egypt*</p>	
<p>2. One of the first written codes of law was the</p> <p>A Vedas.</p> <p>B Code of Hammurabi.*</p> <p>C Eightfold Path to Enlightenment.</p> <p>D hieroglyphics.</p>	
<p>3. The origin of Judaism can be traced to</p> <p>A Abraham.*</p> <p>B Mohammed.</p> <p>C Asoka.</p> <p>D Gautama.</p>	

Organizing Topic

Cultures of Persia, India, and China

Standard(s) of Learning _____

- WHI.4 The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by
- a) describing Persia, with emphasis on the development of an imperial bureaucracy;
 - b) describing India, with emphasis on the Aryan migrations and the caste system;
 - c) describing the origins, beliefs, traditions, customs, and spread of Hinduism;
 - d) describing the origins, beliefs, traditions, customs, and spread of Buddhism;
 - e) describing China, with emphasis on the development of an empire and the construction of the Great Wall;
 - f) describing the impact of Confucianism, Taoism, and Buddhism.

Essential Understandings, Knowledge, and Skills _____

	Correlation to Instructional Materials
Skills <i>(to be incorporated into instruction throughout the academic year)</i>	
Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.	_____
Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.	_____
Identify major geographic features important to the study of world history.	_____
Identify and compare political boundaries with the location of civilizations, empires, and kingdoms.	_____
Analyze trends in human migration and cultural interaction.	_____
Identify and compare political boundaries with the location of civilizations, empires, and kingdoms.	_____
Content	
Explain that Persia, built on earlier Central Asian and Mesopotamian civilizations, developed the largest empire in the world.	_____
Describe how the Persian rulers governed their empire. Use the following information as a guide:	
<ul style="list-style-type: none">• Tolerance of conquered peoples• Development of imperial bureaucracy• Zoroastrianism as a religion• Road system	_____ _____ _____ _____
Explain that classical Indian civilization began in the Indus River Valley and spread to the Ganges River Valley, then through the Indian subcontinent. It continued with little interruption because of its geographic location.	_____

Summarize how physical geography and location were important to the development of Indian civilization, using the following information as a guide:

- Physical barriers such as the Himalayas, the Hindu Kush, and the Indian Ocean made invasion more difficult.
- Mountain passes in the Hindu Kush provided invasion routes into the Indian subcontinent.
- The Indus and Ganges were the most important rivers in the Indian subcontinent.

Explain that the Indo-Aryan people invaded the area, creating a rigidly structured society (caste system) blended with native beliefs.

Describe the impact the Aryans had on India, using the following information as a guide. Include the importance of the caste system to Indian culture:

- Migration, assertion of dominance
- Rigid caste system (hereditary), which influenced all social interactions and choices of occupations

Identify the accomplishments of the Gupta dynasty, using the following information as a guide:

- Golden age of classical Indian culture
- Contributions—mathematics, new textiles, literature

Explain that during the Golden Age of classical Indian culture, Indian people made significant contributions to world civilization.

Explain that Hinduism was an important contribution of classical India.

Explain that Hinduism influenced Indian society and culture and is still practiced in India today.

Identify the characteristics of the Hindu religion, using the following information as an example:

- Caste system in religious law based on occupations
- Belief in many forms of one major deity
- Reincarnation: Cycles of rebirth
- Karma: Future reincarnation based on present behavior
- Vedas and Upanishads: Sacred writings

Explain that Buddhism was founded by Siddhartha Gautama in a part of India that is in present-day Nepal.

Explain that Buddhism became a major faith when Asoka sent missionaries throughout Asia.

Explain that Asoka's missionaries and their writings spread Buddhism from India to China and other parts of Asia.

Identify the characteristics of Buddhism, using the following information as a guide:

- Founder: Siddhartha Gautama (Buddha)
- Four Noble Truths
- Eightfold Path to Enlightenment

Explain that classical China was centered on the Huang He (Yellow River) and was geographically isolated. Invaders entered China from the North. The Great Wall was built for China's protection.

Explain that Chinese culture began around 1500 B.C. Of Chinese contributions to civilization, Confucianism and Taoism are among the most noted.

Explain that migratory invaders raided Chinese settlements from the North. The Great Wall was built by Qin Shi Huangdi as a line of defense against invasions.

China was governed by a succession of ruling families called dynasties.

Chinese rulers were considered divine, but they served under a Mandate of Heaven only as long as their rule was just.

Explain that the Silk Roads facilitated trade and contact between China and other cultures as far away as Rome.

Identify the contribution of classical China to world civilization, using the following information as a guide:

- civil service system
- paper
- porcelain
- silk

Identify the contributions of Confucianism in forming the social order in China, using the following information as a guide:

- Belief that humans are good, not bad
- Respect for elders
- Code of politeness, still used in Chinese society today
- Emphasis on education
- Ancestor worship

Identify the contribution of Taoism in forming Chinese culture and values, using the following information as a guide:

- Humility
- Simple life and inner peace
- Harmony with nature

Explain that Yin/Yang represented opposites for Confucianism and Taoism.

Explain that Chinese forms of Buddhism spread throughout Asia.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“The Age of the Guptas and After.” *World Civilizations: An Internet Classroom and Anthology*. Washington State University. <<http://www.wsu.edu/~dee/ANCINDIA/GUPTA.HTM>>. This site contains textual information on the Gupta Dynasty. A map of the Gupta Empire is located at <<http://www.wsu.edu/~dee/ANCINDIA/GUPTAMAP.HTM>>.

“Ancient Babylonia – Persian Rulers of Babylonia.” *Bible History On Line*. <http://www.bible-history.com/babylonia/BabyloniaPersian_Rulers_of_Babylonia.htm>. This site contains a timeline of Ancient Babylonia.

“Ancient India.” *World Civilizations: An Internet Classroom and Anthology*. Washington State University. <<http://www.wsu.edu:8080/~dee/ANCINDIA/ANCINDIA.HTM>>. This site contains information on Ancient India, including historical events and figures, religion, and culture.

“The Aryans.” *World Civilizations: An Internet Classroom and Anthology*. Washington State University. <<http://www.wsu.edu:8080/~dee/ANCINDIA/ARYANS.HTM>>. This site contains information on the nomadic tribes called Aryans, who invaded India during ancient times.

“The Caste System.” Southern Nazarene University. <<http://david.snu.edu/~dwilliam.fs/s97/india/caste.htm>>. This site contains information on the history of the caste system, British influence on the system, and Indian reactions to the British influence.

“Gupta Empire.” Oswego City School District Regents Exam Pre Center. <<http://regentsprep.org/Regents/global/themes/goldenages/gupta.cfm>>. This site contains information on background, mathematics and science, arts and literature, and medicine of the Gupta Empire.

“Interactive Silk Road Map Exercise.” *Silk Road Seattle Project*. The University of Washington. <<http://depts.washington.edu/uwch/silkroad/maps/mapquiz/mapquiz.html>>. This exercise uses maps and an interactive quiz to assist learners in mastering basic geography of the Silk Road.

IranChamber.com. <<http://www.iranchamber.com/index.php>>. This site provides information on Iran.

“Persia.” *Internet Ancient History Sourcebook*. <<http://www.fordham.edu/halsall/ancient/asbook05.html>>. This site contains information on topics including Persian history, religions, art, and architecture.

“The Persian Gallery.” Oriental Institute Museum. The University of Chicago. <http://www-oi.uchicago.edu/OI/MUS/GALLERY/PERSIAN/New_Persian_Gallery.html>. This site contains information on history and ancient artifacts of Persia and photographs of related sites.

“Silk Road Influence.” *Travel China Guide*. <<http://www.travelchinaguide.com/silkroad/index.htm>>. This site contains information on the Silk Road, including history, route, and scenery, as well as related pictures.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for World History I. Virginia Department of Education 2003/04. <http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wh1-1.pdf>.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: World History and Geography to 1500 A.D. Test Blueprint. Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint7WHI.pdf>>. This site provides assessment information for World History and Geography to 1500 A.D.

The World Factbook. U.S. Central Intelligence Agency. <<http://www.cia.gov/cia/publications/factbook/>>. This site provides information on nations of the world.

Session 1: Introduction to Ancient Persia

Materials

- Map of Ancient Persia
- Political map of present-day Europe, Asia, and Northern Africa
- Handout of “How to Prepare a Learning Cube for Ancient Civilizations” (Attachment A)
- Teacher-selected reading, worksheet, or activity

Instructional Activities

NOTE: The following Web resources may be helpful in teaching this session:

- “Persia.” *Internet Ancient History Sourcebook*. <<http://www.fordham.edu/halsall/ancient/asbook05.html>>
 - “IranChamber.com.” <<http://www.iranchamber.com/index.php>>
 - “The Persian Gallery.” Oriental Institute Museum. <http://www-oi.uchicago.edu/OI/MUS/GALLERY/PERSIAN/New_Persian_Gallery.html>
1. Explain to students that they are going to examine the ancient civilizations of Persia, India, and China. Remind students that one purpose of studying history is to gain an understanding of how present-day societies evolved. When studying these ancient civilizations, have students look for connections to the present. For example, how have the governments, culture, or religion of these civilizations impacted present-day circumstances?
 2. Explain that the first of the three civilizations that will be studied in this unit is the Persian Empire. Ask the students to make a list of what they think of when they hear the term “Persian Empire.” Allow a few minutes for students to write down their thoughts. Encourage them to think of time, place, and culture. Instruct students to share their thoughts with the class. On the overhead make a list of student responses.
 3. Display a map of the Persian Empire. Provide an atlas, or guide students to a map of the Persian Empire in their textbooks. Distribute a current political map of Europe, Asia, and Northern Africa. Instruct students to draw a line encompassing the Persian Empire on the current map and shade within the line to indicate current countries whose land was part of the empire.
 4. Display pictures of Persian culture in the classroom. “The Persian Gallery” Web site may be of assistance. (See list of Web links, above.).
 5. Explain that students will produce a “learning cube” containing content from this unit. A class period will be provided to work on the cubes, but students should begin collecting the information they wish to include on their cube for use on the activity day. Distribute and discuss copies of the handout “How to Prepare a Learning Cube for Ancient Civilizations” (Attachment A).
 6. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 2: Timeline of the Persian Empire

Materials

- A timeline of the Persian Empire
- List of class notes (see bolded text in Instructional Activities below)
- Overhead projector (optional)
- Teacher-selected reading, worksheet, or activity

Instructional Activities

NOTE: The following Web resource may be helpful in teaching this session:

- “Ancient Babylonia – Persian Rulers of Babylonia.”
<http://www.bible-history.com/babylonia/BabyloniaPersian_Rulers_of_Babylonia.htm>.
1. Provide students with a brief review of the beginning of the Persian Empire. Explain that the Persian Empire developed into the largest empire in the world. Remind students of the location of the empire. Provide a brief timeline of the empire, including the various rulers. (For assistance, see the Web site on “Ancient Babylonia – Persian Rulers of Babylonia,” listed above).
 2. Provide students with a brief explanation of the government of Persia. Display the following note on the board or overhead:

The Persian Empire was characterized by the development of an imperial bureaucracy.

Explain the term *imperial bureaucracy*.

3. Provide students with a brief description of Zoroastrianism. Explain who Zoroaster was, and describe the basic beliefs of this religion. Display the following note on the board or overhead:

A cultural contribution of the Persian Empire was their religion, Zoroastrianism, which worshipped the forces of nature.

4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 3: The Silk Roads

Materials

- A map of the silk roads to display
- A current map of Europe and Asia
- Teacher-selected reading, worksheet, or activity

Instructional Activities

NOTE: The following Web resources may be helpful in teaching this session:

- “Interactive Silk Road Map Exercise.” *Silk Road Seattle Project*.
<<http://depts.washington.edu/uwch/silkroad/maps/mapquiz/mapquiz.html>>
- “Silk Road Influence.” *Travel China Guide*. <<http://www.travelchinaguide.com/silkroad/index.htm>>.

1. Review the topics discussed to this point in the unit.
2. Conduct a discussion on the importance of trade routes. Discuss the historical impact of the interstate highway system on the growth or decline of certain cities and industry. For example, encourage students to think about a highway they have traveled where businesses (hotels, stores, etc) have closed or lost business and a nearby highway is flourishing. Encourage students to discuss how or why this may occur.
3. Display a map of the silk roads and explain the importance of these roads to early civilizations. The Web sites listed above may be of assistance. The site titled “Interactive Silk Road Map Exercise” provides quizzes on geographic knowledge of the silk road.
4. Provide students with a map of Europe and Asia. Instruct them to trace the silk road onto their maps and create symbols to indicate the products that were traded along the silk road.
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 4: Geography's Role in the Spread of Classical Indian Civilization_____

Materials

- Map that reflects geographic obstacles such as rivers and mountains.
- Maps of India
- Overhead projector (optional)
- Teacher-selected reading, worksheet, or activity

Instructional Activities

1. Review the content covered to this point in the unit.
2. Display a map of Virginia, the United States, or another location that depicts rivers and mountains. Explain to students that they must journey from one location to another. Select the destinations to ensure the journey will require travel through or over geographic obstacles. Explain that there are no bridges or roads along any path they might choose. Instruct students to take a few minutes to write down what problems their journey presents and how the problems may be resolved. Encourage students to share with the class what they wrote.
3. Explain that, while geographic obstacles do not present as big a problem in present day travel, in the time period being studied they were a problem. Explain also that geographic or physical barriers may provide a benefit.
4. Display the following notes on the board or overhead:

Physical barriers such as the Himalayas, the Hindu Kush, and the Indian Ocean made invasion of the Indian subcontinent more difficult.

Mountain passes through the Hindu Kush provided invasion routes into the Indian subcontinent.

5. Instruct students to locate these barriers on a map.
6. Ask students to explain the benefit of rivers. Encourage them to think in terms of trade, travel, power, irrigation, and other benefits.
7. Provide black and white maps of India to students and instruct them to shade in the Indus and Ganges rivers. Ask students to discuss the impact the location of these rivers had on the Indian subcontinent and the spread of Classical Indian civilization.
8. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 5: Indo-Aryans and the Caste System

Materials

- Map of Asia
- Overhead projector (optional)
- Teacher-selected reading, worksheet, or activity

Instructional Activities

NOTE: The following Web resources may be helpful in teaching this session:

- “The Aryans.” *World Civilizations: An Internet Classroom and Anthology*.
<<http://www.wsu.edu:8080/~dee/ANCINDIA/ARYANS.HTM>>
- “The Caste System.” <<http://david.snu.edu/~dwilliam.fs/s97/india/caste.htm>>

1. Review the content covered to this point in the unit.
2. Put the term *Indo-Aryans* on the board or overhead. Ask students to share what or whom they think this term refers to. Record their responses on the board or an overhead transparency.
3. Provide a brief history of the Aryans, using the textbook or other resource. The Web site titled “The Aryans” may be useful (see Web resources listed above).
4. Provide a map of Asia and instruct the students to trace the route the Aryans used when invading India.
5. Display the following note on the board or overhead:

The Aryans migrated to India and established their dominance and a rigid caste system.

6. Explain to students what a caste system is. Provide some examples. The Web site above, titled “The Caste System,” may be of assistance.
7. Ask students to discuss whether there is a type of caste system in the United States or in their school.
8. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 6: The Gupta Empire

Materials

- Map of India
- Teacher-selected reading, worksheet, or activity

Instructional Activities

NOTE: The following Web resources may be helpful in teaching this session:

- “The Gupta Empire – 400 A.D.” <<http://www.wsu.edu/~dee/ANCINDIA/GUPTAMAP.HTM>>
- “The Age of the Guptas and After.” <<http://www.wsu.edu/~dee/ANCINDIA/GUPTA.HTM>>
- “Gupta Empire.” <<http://regentsprep.org/Regents/global/themes/goldenages/gupta.cfm>>

1. Review content covered to this point in the unit.
2. Ask students to write down a number line to number 10.
3. Ask students if they have the number “0” on their line. Explain that one contribution of the Gupta empire was the addition of “0” as a number. Ask students to indicate why this was an important contribution.
4. Distribute a map of India. Instruct students to indicate on the map the location of the Gupta Empire. (For a map of the Gupta empire, see the Web site titled “The Gupta Empire – 400 A.D.,” listed above.)

Instruct students to code the map with examples of contributions of the Gupta empire to civilization. Provide examples of these contributions to include mathematics, new textiles, and literature. (For information on contributions of the Gupta empire, see the Web sites titled “The Age of the Guptas and After” and “Gupta Empire,” listed above.)

6. Remind students that they may prepare their “learning cube” on the Guptas.
7. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 7: The Hindu Religion

Materials

- “Comparative Religion Chart” (Attachment B)
- Overhead projector (optional)

Instructional Activities

1. Review the content covered to this point in the unit.
2. Remind students of the five major world religions: Judaism, Christianity, Islam, Hinduism, and Buddhism. Distribute and discuss the “Comparative Religion Chart” handout at Attachment B.
3. Provide a brief history of the Hindu religion. Include the following:
 - Location of origin (India)
 - Present day dominant location
4. Display the following notes on the board or overhead:

Hindu Religion

- **Caste system based on occupation**
- **Many forms of one deity**
- **Reincarnation**
- **Karma**
- **Vedas and Upanishads: sacred writings**

5. Conduct a class discussion to check for understanding of these concepts.
6. Instruct students to begin completion of their “Comparative Religion Chart” (Attachment B). Or if students began the chart on world religions in the organizing topic for Paleolithic Era and Agricultural Revolution, they can continue adding to that chart.
7. Alert students to bring to the next session any information that they wish to include on their “learning cube.”

Session 8: Completing the Learning Cube

Materials

- Materials needed for students to complete their learning cube (See Session 1, Attachment A)
- Set of encyclopedias or other resource books

Instructional Activities

1. Review with students the procedure for designing a “learning cube.”
2. Allow time in class for students to work on their “learning cubes”. Provide materials for completing the cube. If possible, bring a set of encyclopedias or other resource books to the room for students to use during this activity.

Session 9: The Buddhist Religion

Materials

- “Comparative Religion Chart” (Attachment A)
- Class notes (see bolded text in Instructional Activities below)
- Overhead projector (optional)
- Encyclopedias, other resource books, and/or Internet access
- Teacher-selected reading, worksheet, or activity (optional)

Instructional Activities

1. Review content covered to this point in the unit.
2. Remind students of the five major world religions: Judaism, Christianity, Islam, Hinduism, and Buddhism. This lesson will focus on Buddhism. The students will add to the “Comparative Religion Chart” from the previous session.
3. Ask various students in the class to provide one “fact” they think they know about Buddhism. Put these “facts” on the board or overhead.
4. Provide a brief history of the Buddhist religion. Include the following:
 - Location of origin
 - Present-day dominant location
5. Instruct students to locate Nepal on a map.
6. Display the following notes on the board or overhead:
 - **Asoka’s missionaries spread Buddhism from India to China and other parts of Asia. Information on Buddhism includes:**
 - **Founder: Siddhartha Gautama (Buddha)**
 - **Four Noble Truths**
 - 1.
 - 2.
 - 3.
 - 4.
 - **Eightfold Path to Enlightenment (Middle Way)**
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
 - 8.
7. Instruct students to complete the notes by researching the Four Noble Truths and Eightfold Path to Enlightenment, using the teacher-provided resources.
8. Instruct students to work on their “learning cubes” or Comparative Religion Chart. Or assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 10: Video on Persian or Indian Civilization

Materials

- Teacher-selected video on one or more of the civilizations studied in this organizing topic
- A teacher-prepared video viewing guide (see Paleolithic Era to Agricultural Revolution, Attachment C, “Creating a Video Viewing Guide”)

Instructional Activities

1. Show a video on one or several of the civilizations introduced in this unit.
2. Have students complete the teacher-prepared viewing guide as they watch the video.
3. After the video, call on students to share information they wrote on their viewing guides.

Session 11: Classical China

Materials

- Class notes (see bolded text in Instructional Activities below)
- Picture reflecting Chinese paper, porcelain, and silk.

Instructional Activities

NOTE: The following Web resource may be helpful in teaching this session:

- *The World Factbook*. <<http://www.cia.gov/cia/publications/factbook/>>.

1. Review content covered to this point in the unit.
2. Ask students to share their knowledge of China. Remind students that China is the most populated country in the world. Provide some current information on China. (For assistance, see the Web site titled *The World Factbook*, in the list above.)
3. Display the following note on the board or overhead:

Classical China was centered on the Huang He (Yellow River), which isolated it. However, it was invaded from the North. The Great Wall, built by Qin Shi Huangdi, was designed to protect against these invasions.

4. Provide a few details on the Great Wall of China.
5. Continue with the following notes:
 - China was governed by a succession of ruling families called dynasties.
 - Chinese culture began around 1500 B.C.
 - Chinese rulers served under the Mandate of Heaven as long as their rule was just.
 - The Silk Road connected China and other cultures as far away as Rome.Discuss each note, using the textbook as a guide.
6. Remind students of the study of the Silk Road from earlier in the year. Check for understanding by asking students to review questions on the Silk Road.
7. Continue with the following note:
 - Classical China contributed:
 - Civil service system
 - Paper
 - Porcelain
 - Silk
8. Display pictures or samples of Chinese paper, porcelain, and silk.
9. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 12: Confucianism and Taoism

Materials

- Class notes (see bolded text in Instructional Activities below)
- Overhead projector (optional)

Instructional Activities

1. Review content covered to this point in the unit.
2. Explain to students that the current Chinese communist government does not promote religious observance or instruction but that Confucianism and Taoism were religions practiced in the past in China and some in China still follow these teachings.
3. Display the following notes on the board or overhead:

Confucianism

- **Belief that humans are good, not bad**
- **Respect for elders**
- **Code of politeness, still used in Chinese society today**
- **Emphasis on education**
- **Ancestor worship**

Ask students which of these characteristics they would associate with China today, and have them defend their responses.

4. Continue with the following notes:

- **Taoism**
 - **Humility**
 - **Simple life and inner peace**
 - **Harmony with nature**
- **Yin/Yang represented opposites for Confucianism and Taoism.**
- **Chinese forms of Buddhism spread throughout Asia.**

5. Discuss each of these notes and check for understanding.
6. Ask students to be prepared to share their learning cubes in class during the next session.

Session 13: Sharing Students' Learning Cubes

Materials

- Learning cubes prepared by students

Instructional Activities

1. Display students' learning cubes in the classroom. Use this session for students to present their cubes to the class and explain the items selected for inclusion on the cube.
2. Review for the assessment.

Session 14: Assessment

Materials

- Assessment (For sample assessment items, see Attachment C.)

Instructional Activities

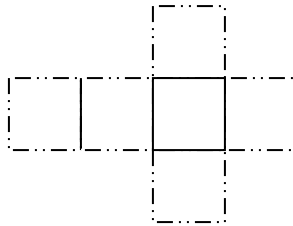
1. Administer the assessment.

Attachment A: How to Prepare a Learning Cube for Ancient Civilizations _____**Materials**

- Heavy poster paper
- Scissors
- Markers
- Tape

Directions

1. Select one of the civilizations studied in this unit.
2. Divide the poster paper into 6 equal squares that, when cut and glued, will form a cube. The division of the poster paper should resemble the following drawing:



3. Draw or write in each square one fact or scene depicting an aspect of the selected civilization's culture. Include chronological time frame, location, key individuals, key events, key contributions, and other cultural information.
4. Cut along the dotted lines indicated in the drawing and fold along lines to create a cube. Tape the cube together.

Attachment B: Comparative Religion Chart _____

NOTE: Attachment C of the Organizing Topic on Ancient River Valley Civilizations also contains a chart on world religions. Teachers should select the format they prefer.

Religion	Key figure	Time of origin	Location of origin	Basic beliefs
Judaism	Abraham			Monotheistic
Christianity				Monotheistic
Islam				
Hinduism				
Buddhism				

Attachment C: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>1. Which of the following is a characteristic of Persian rulers?</p> <p>A Abuse of conquered people</p> <p>B Primitive transportation</p> <p>C Development of imperial bureaucracy*</p> <p>D Hinduism as a religion</p> <p>2. A characteristic of the Aryan society of India is</p> <p>A a rigid caste system.*</p> <p>B development of a sophisticated alphabet.</p> <p>C Buddhism as a religion.</p> <p>D tolerance of conquered peoples.</p> <p>3. A belief in reincarnation, karma, many forms of one major deity, and a caste system are characteristics of which of the following religions?</p> <p>A Hinduism*</p> <p>B Buddhism</p> <p>C Judaism</p> <p>D Zoroastrianism</p>	<p>4. The following is a sacred writing of Hinduism:</p> <p>A Ten Commandments</p> <p>B Code of Hammurabi</p> <p>C Upanishads*</p> <p>D Koran</p> <p>5. Which of the following civilizations contributed a civil service system, paper, porcelain, and silk?</p> <p>A Indus</p> <p>B Gupta</p> <p>C China*</p> <p>D Egypt</p>
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Organizing Topic

Ancient Greece

Standard(s) of Learning

- WHI.5 The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by
- a) assessing the influence of geography on Greek economic, social, and political development, including the impact of Greek commerce and colonies;
 - b) describing Greek mythology and religion;
 - c) identifying the social structure and role of slavery, explaining the significance of citizenship and the development of democracy, and comparing the city-states of Athens and Sparta;
 - d) evaluating the significance of the Persian and Peloponnesian Wars;
 - e) characterizing life in Athens during the Golden Age of Pericles;
 - f) citing contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle;
 - g) explaining the conquest of Greece by Macedonia and the spread of Hellenistic culture by Alexander the Great..

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

Skills (to be incorporated into instruction throughout the academic year)

Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.

Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.

Identify major geographic features important to the study of world history.

Identify and compare political boundaries with the location of civilizations, empires, and kingdoms.

Content

Explain that the physical geography of the Aegean Basin shaped the economic, social, and political development of Greek civilization.

Explain that the expansion of Greek civilization, through trade and colonization, led to the spread of Hellenic culture across the Mediterranean and Black seas.

Explain how location and place, including the mountains, seas, islands, harbors, peninsulas, and straits of the Aegean Basin, shaped Greek economic, social, and political development and patterns of trade and colonization, using the following information as a guide:

- Aegean Sea
- Greek peninsula, Europe, Asia Minor
- Mediterranean Sea
- Black Sea, Dardanelles
- Athens, Sparta, Troy
- Macedonia

Describe the economic and social development of Greece, using the following information as a guide:

- Agriculture (limited arable land)
- Commerce and the spread of Hellenic culture
- Shift from barter to money economy (coins)

Describe the political development of Greece, using the following information as a guide:

- Mountainous terrain helped and hindered the development of city-states.
- Greek cities were designed to promote civic and commercial life.
- Colonization related to overpopulation and the search for arable land.

Explain that Greek mythology was based on a polytheistic religion that was integral to the culture, politics, and art in ancient Greece.

Explain that many of Western civilization's symbols, metaphors, words, and idealized images come from ancient Greek mythology.

Describe how mythology helped the early Greek civilization explain the natural world and the human condition, using the following information as a guide:

- Based on polytheistic religion
- Explanations of natural phenomena, human qualities, and life events

Identify the impact of Greek gods and goddesses on later civilizations and the contemporary world, using the following information as a guide:

- Zeus, Hera, Apollo, Artemis, Athena, and Aphrodite
- Symbols and images in Western literature, art, monumental architecture, and politics

Explain that classical Athens developed the most democratic system of government the world had ever seen, although not everyone could participate in decision-making. It became a foundation of modern democracies.

Explain that contrasting philosophies of government divided the Greek city-states of Athens (democracy) and Sparta (oligarchy).

Describe the social structure and citizenship in the Greek polis, using the following information as a guide:

- Citizens (free adult males) had political rights and the responsibility of civic participation in government.
- Women and foreigners had no political rights.
- Slaves had no political rights.

Compare the societies of Athens and Sparta, using the following information as a guide:

Athens

- Stages in evolution of Athenian government: Monarchy, aristocracy, tyranny, democracy
- Tyrants who worked for reform: Draco, Solon
- Origin of democratic principles: Direct democracy, public debate, duties of the citizen

Sparta

- Oligarchy (rule by a small group)
- Rigid social structure
- Militaristic and aggressive society

Explain that the Greeks defeated the Persian empire and preserved their political independence.

Explain that competition between Sparta and Athens for control of Greece helped cause the Peloponnesian War.

Summarize the importance of wars with Persia, from 499 to 449 B.C., to the development of Greek culture, using the following information as a guide:

- Persian wars united Athens and Sparta against the Persian Empire.
- Athenian victories over the Persians at Marathon and Salamis left Greeks in control of the Aegean Sea.
- Athens preserved its independence and continued innovations in government and culture.

Summarize the importance of the Peloponnesian War (431-404 B.C.), using the following information as a guide:

- Caused in part by competition for control of the Greek world—Athens and the Delian League v. Sparta and the Peloponnesian League
- Resulted in the slowing of cultural advance and the weakening of political power

Explain that Athenian culture, during the Classic Era, became one of the foundation stones of Western civilization.

Summarize the leadership of Pericles and its importance to the development of Athenian life and Greek culture, using the following information as a guide:

- Golden Age of Pericles (mostly occurring between the Persian and the Peloponnesian Wars)
- Pericles extended democracy; most adult males had equal voice.
- Pericles had Athens rebuilt after destruction in Persian Wars; the Parthenon is an example of this reconstruction.

Identify contributions of Greek culture to Western civilization, using the following information as a guide:

- Drama: Aeschylus, Sophocles
- Poetry: Homer (Iliad and Odyssey)
- History: Herodotus, Thucydides
- Sculpture: Phidias
- Architecture: Types of columns included Doric (Parthenon), Ionian, and Corinthian
- Science: Archimedes, Hippocrates
- Mathematics: Euclid, Pythagoras
- Philosophy: Socrates, Plato, Aristotle

Explain that the Macedonian conquest of Greece followed the weakening of Greek defenses during the Peloponnesian War.

Explain that Alexander the Great adopted Greek culture and spread Hellenistic influences throughout his vast empire.

Summarize the Macedonian conquest and the contributions of Alexander the Great to the spread of Hellenistic culture, using the following information as a guide:

Phillip II, King of Macedon

- Conquered most of Greece

Alexander the Great

- Established an empire from Greece to Egypt and the margins of India
- Extended Greek cultural influences

Describe the Hellenistic Age, using the following information as a guide:

- Blend of Greek and oriental elements
- Spread of Hellenistic culture through trade

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Ancient Greece: Persian Wars.” *World Civilizations: An Internet Classroom and Anthology*. Washington State University. <<http://www.wsu.edu/~dee/GREECE/PERSIAN.HTM>>. This site provides information on the causes, phases, and results of the Persian Wars.

“Ancient Greece: Sparta.” *World Civilizations: An Internet Classroom and Anthology*. Washington State University. <<http://www.wsu.edu:8080/~dee/GREECE/SPARTA.HTM>>. This site provides information on the history and culture of Sparta.

“The Development of the Silk Road.” Stanford Program on International and Cross-Cultural Education (SPICE): The China Project. <http://www.askasia.org/silk_roads/1000099/1000099d.htm>. This site provides information on the history of the Silk Road from the second century B.C. to the fourteenth century A.D.

“Draco and Solon Laws.” <http://www.ragz-international.com/draco_and_solon_laws.htm>. This site provides a brief history of Draco’s and Solon’s legal code.

“Greece Hellenistic.” *The History Net*. <<http://ancienthistory.about.com/library/weekly/aa041700a.htm>>. This site provides information and links for the Hellenistic Age.

“The Hellenistic World: Cities and Empires in 240 B.C.E.” The University of Oregon. <<http://www.uoregon.edu/~atlas/europe/static/map09.html>>. This site provides information on the Hellenistic world in 240 B.C.

“The Hellenistic World: Major and Minor States in 90 B.C.E.” The University of Oregon. <<http://www.uoregon.edu/~atlas/europe/static/map10.html>>. This site provides a map of the Hellenistic world in 90 B.C.

“Humanities 101 *Iliad* Home Page.” Reed College. <<http://academic.reed.edu/humanities/110Tech/Iliad.html>>. This site provides information on the writings of Homer, including a map and a chronology.

The Iliad. The University of Oregon. <<http://www.uoregon.edu/~joelja/iliad.html>>. This site contains a copy of Homer’s *Iliad*.

The Odyssey. The University of Oregon. <<http://www.uoregon.edu/~joelja/odyssey.html>>. This site contains a copy of Homer’s *Odyssey*.

“The Peloponnesian War.” *History of Western Civilization*. Boise State University. <<http://history.boisestate.edu/westciv/peloponn/>>. This site provides links to the causes, phases, and outcomes of the Peloponnesian War.

“Study Guide for Homer’s *Odyssey*.” Temple University. Department of Greek, Hebrew and Roman Classics. <<http://www.temple.edu/classics/odysseyho.html>>. This site contains a book-by-book for Homer’s *Odyssey*, as well as a chronology and a thematic structure of the *Odyssey*.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for World History I. Virginia Department of Education 2003/04. <http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wh1-1.pdf>.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning.

World History and Geography to 1500 A.D. Test Blueprint. Virginia Department of Education, 2003/04.

<<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint7WHI.pdf>>. This site provides assessment information for World History and Geography to 1500 A.D.

The World Factbook. U.S. Central Intelligence Agency. <<http://www.cia.gov/cia/publications/factbook/>>. This site provides information on nations of the world.

Session 1: Introduction to Ancient Greece

Materials

- A copy for each student of the list of possible projects identified in #4 below
- A map of the world
- Overhead projector
- Teacher-selected reading, worksheet, or activity

Instructional Activities

NOTE: The following Web resource may be helpful in teaching this session:

- *World Factbook*. <<http://www.cia.gov/cia/publications/factbook/>>.
1. Explain that students will examine ancient Greece and its impact on Western Civilization. Instruct students to write 20 facts they know about Greece. Ask students to share their lists. Record their responses on an overhead transparency.
 2. Point out Greece on a world map.
 3. Provide current information on Greece. For assistance, see the *World Factbook* Web site listed above.
 4. Assign a project on Greece for students to complete over the next few weeks. Students should select from the following activities:
 - Prepare a report on the comparison of the governments of Athens and Sparta.
 - Create a poster that reflects an event from the Persian or Peloponnesian Wars.
 - Prepare models of the three types of Greek columns.
 - Prepare an electronic presentation on the contributions of Euclid and/or Pythagoras. The presentation should include examples of mathematics.
 - Prepare and present a 5-minute speech that expresses the teachings of Socrates, Plato, or Aristotle.
 - Act out a scene from Homer's *Iliad* or *Odyssey* in class (no notes permitted during the acting). Precede the performance with a brief biography of Homer and a brief explanation of the context of your selected scene.
 - Prepare a series of maps that illustrate the growth of the empire of Alexander the Great. The final map should illustrate the present-day countries whose territory was contained within Alexander's empire at its most expansive point.
 - Develop a student-selected project approved by the teacher that encompasses the Standards of Learning for WHI.5 a-g.
 5. Provide students with guidance on selection of topic, dates reserved for research in the media center or computer lab, and a due date.
 6. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 2: The Geography of Ancient Greece

Materials

- Map(s) of Greece that reflect geographic features (a copy for each student, or a display copy for front of room)
- Blank outline map of Greece (one copy per student)
- Teacher-selected reading, worksheet, or activity

Instructional Activities

1. Remind students of previous lessons that addressed the impact of geography on a country's development. Ask students to share what they remember from those lessons. Prompt students with questions (e.g., how can mountains protect and isolate? how can rivers provide trade opportunities?).
2. Distribute geographic maps of ancient and present-day Greece or display a large geographic map of Greece in the front of the classroom. Ask students to analyze the geography of Greece and identify natural barriers and natural routes of trade. Record their responses on an overhead transparency.
3. Provide a blank map of Greece to the students, and instruct them to mark the location of the following:
 - Aegean Sea
 - Greek Peninsula, Europe, and Asia Minor
 - Mediterranean Sea
 - Black Sea, Dardanelles
 - Athens, Sparta, Troy
 - Macedonia
4. Ask students to suggest ways the geography of Greece shaped the economic, social, and political development of Greek civilization.
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 3: Economic and Social Development of Ancient Greece _____

Materials

- Class notes (see bolded text in Instructional Activities below)
- Overhead projector (optional)
- Teacher-selected reading, worksheet, or activity

Instructional Activities

1. Review content covered to this point in the unit.
2. Use the textbooks and other available resources to present the economic and social development of Ancient Greece. Include the following:
 - Agriculture (limited arable land)
 - Commerce and the spread of Hellenic culture
 - Shift from barter to money economy (coins)
3. Ensure that students understand the term *arable land* by providing examples through pictures and local settings.
4. Ask students to explain the term *barter*. Discuss the positive and negative aspects of an economy based on barter and one based on money.
5. Place the following notes on the board or overhead:

The expansion of Greek civilization, through trade and colonization, led to the spread of Hellenic culture across the Mediterranean and Black seas.

Check for understanding of the following concept:

Mountainous terrain helped and hindered the development of city-states.

Check for understanding of the following concept:

Greek cities were designed to promote civic and commercial life.

Discuss the organization of Greek cities.

Colonization was related to overpopulation and the search for arable land.

Discuss how overpopulation creates problems with the availability of arable land.

6. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 4: Introduction to Greek Mythology

Materials

- Class notes (see bolded text in Instructional Activities below)
- “Greek Mythology” chart for each student (Attachment A)
- Teacher-selected reading, worksheet, or activity

Instructional Activities

1. Review content covered to this point in the unit.
2. Define *polytheistic*.
3. Explain that Greek mythology was based on a polytheistic religion and played a very large role in Ancient Greek society. Ask students to identify Greek gods and goddesses. Ask them to identify the area the gods or goddesses controlled. For example, Zeus was god of the sky.
4. Put the following note on the board or overhead:

Greek mythology provided explanations of natural phenomena, human qualities, and life events.

5. Ask students if they can identify symbols or images in present-day society that may have been derived from Greek mythology.
6. Distribute the “Greek Mythology” chart (Attachment A) for students to complete as the class progresses.

NOTE: If plans include using the lessons on Roman mythology, remind students that they will need this chart for the Roman mythology unit).

7. Instruct students to write the following in their charts (as well as any additional information based on teacher’s preference):
 - **Zeus—ruler of the Olympian gods; god of sky**
 - **Hera—married to Zeus; patron of marriage**
 - **Apollo—son of Zeus; god of music**
 - **Artemis—twin sister of Apollo; goddess of childbirth, hunt, and animals**
 - **Athena—daughter of Zeus; goddess of reason**
 - **Aphrodite—daughter of Zeus; goddess of love**
8. Provide pictures of these gods and goddesses. Provide interesting information on each obtained through the textbook or other resources.
9. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 5: Learning Cube for Greek Gods and Goddesses

Materials

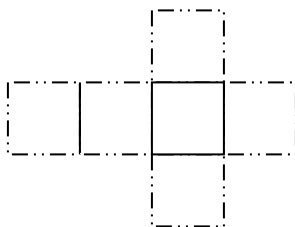
- Handouts of “Learning Cube for Greek Gods and Goddesses” for each student (Attachment B)
- Heavy poster paper
- Scissors
- Markers
- Tape
- Teacher-provided encyclopedias and/or other resources on Greek gods and goddesses

Instructional Activities

1. Review content covered to this point in the unit.
2. Distribute handouts of “How to Develop a Learning Cube” (Attachment B).

NOTE: If students have already completed a learning cube in a previous session, have them review the steps.

3. Pass out poster paper, and instruct students to develop learning cubes on the six Greek gods and goddesses. Each square on the cube should represent a different god or goddess and reflect the area they controlled. Provide the resource materials to assist students as they complete their cube in class.
3. Divide the poster paper into 6 equal squares that, when cut and glued, will form a cube. The division of the poster paper should look like the following drawing:



4. Draw or write in each square one fact or scene depicting an aspect of a Greek god or goddess. Include a reference to the god or goddess in present day culture, architecture or politics if possible.
5. Cut along the dotted lines indicated in the drawing and fold along lines to create a cube. Tape the cube together.
6. Display the cubes around the room until the assessment session.

Session 6: Ancient Athens and Sparta

Materials

- Class notes (see bolded text in Instructional Activities below)
- Overhead projector (optional)
- Teacher-selected reading, worksheet, or activity

Instructional Activities

NOTE: The following Web resources may be helpful in teaching this session:

- “Draco’s and Solon’s Laws.” <http://ragz-international.com/draco_and_solon_laws.htm>.
- “Ancient Greece: Sparta.” <<http://www.wsu.edu:8080/~dee/GREECE/SPARTA.HTM>>.

1. Review content covered to this point in the unit.
2. Explain that the social structure of ancient Greek cities differed. Athens had a more democratic system, while Sparta provided a more rigid social structure.
3. Place the following notes on the board or overhead:

Athens’ government followed an evolution from a monarchy, an aristocracy, and a tyranny, to a democracy.

Ensure that students understand the difference between these four types of government.

4. Place the following notes on the board or overhead:

Draco and Solon were tyrants who worked for reform in Athens.

Provide a brief background on these two men (see the Web site above on “Draco’s and Solon’s Laws”).

5. Place the following notes on the board or overhead:

Classical Athens’ democratic system became a foundation for modern democracies, even though not everyone was allowed to participate in the decision-making.

Democratic principles that developed out of Athens include the following:

- **Direct democracy**
- **Public debate**
- **Duties of the citizen**

Using the textbook and other resources, provide a brief background of the social structure of Athens. Include the roles of women and slaves and the process for decision-making. Place the following notes on the board or overhead:

Free adult males had political rights and the responsibility of civic participation in government.

Women and foreigners had political rights.

Slaves had no political rights.

4. Explain that Sparta’s government differed from Athens in that Sparta’s government

- was an oligarchy (rule by a small group).
- had a rigid social structure
- was a militaristic and aggressive society.

Briefly explain the society of Sparta. The “Ancient Greece: Sparta” Web site listed above may be of assistance in preparing this explanation.

5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 7: The Persian Wars

Materials

- Class notes (see bolded text in Instructional Activities below)
- Map of the Mediterranean area
- Teacher-prepared handout listing the various battles of the Persian Wars, along with their location, dates, and outcome
- Pictures of present-day Athenian culture
- Overhead projector (optional)
- Teacher-selected reading, worksheet, or activity

Instructional Activities

NOTE: The following Web resource may be helpful in teaching this session:

- “Ancient Greece: Persian Wars.” <<http://www.wsu.edu/~dee/GREECE/PERSIAN.HTM>>.

1. Review the content covered to this point in the unit.
2. Explain that wars divide or unite nations or areas, depending on the circumstances. Provide examples such as the following:
 - The war between the American colonies and Great Britain in the 1770s and then the friendship between the United States and Great Britain in the 20th Century
 - The U.S. alliance with the Soviet Union in World War II and then the long Cold War between the two nations
 - The U.S. support of Afghanistan against the Soviets in the 1980s and then the U.S. attacks against terrorists in Afghanistan beginning in 2001
 - The U.S. support of France in World War I and World War II and the strain between these two countries before the war in Iraq in 2003
3. Ask students to suggest reasons that countries may be enemies at one time period and later join together or vice versa. Record these on an overhead transparency.
4. Explain that the ancient Greek cities of Athens and Sparta were considered enemies until the Persian Wars from 499 B.C. to 449 B.C. Provide a brief history of the Persian Wars. (The Web site above, titled “Ancient Greece: Persian Wars,” may be of assistance in preparing this history.)
5. Put the following notes on the board or overhead:

The Persian Wars united Athens and Sparta against the Persian Empire.

Provide a map for the students to trace the battles of the Persian War. Provide a handout that lists the various battles and their location, dates, and outcome. (The Web site above, titled “Ancient Greece: Persian Wars,” may be of assistance in preparing this handout.)

Instruct students to indicate these locations on their maps.

6. Put the following notes on the board or overhead:

Athens preserved its independence and continued innovations in government and culture.

Have students provide examples of these innovations in government and culture.

7. Provide present-day pictures of Athens and its culture.
8. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 8: The Peloponnesian War

Materials

- Class notes (see bolded text in Instructional Activities below)
- Overhead projector (optional)
- Teacher-selected reading, worksheet, or activity

Instructional Activities

NOTE: The following Web resource may be helpful in teaching this session:

- “The Peloponnesian War.” <<http://history.boisestate.edu/westciv/peloponn/>>.

1. Review content covered to this point in the unit.
2. Remind students of the conversation from the previous session about countries or areas having a positive or negative relationship depending on circumstances. Explain that during the Persian Wars, Athens and Sparta were united against the Persians. Following the wars, Athens and Sparta again become enemies. Provide a brief history of the Peloponnesian War. (The Web site above, titled “The Peloponnesian War: Index,” may be of assistance in preparing this history.)
3. Put the following notes on the board or overhead:

Athens and the Delian League and Sparta and the Peloponnesian League competed for control of the Greek world in the Peloponnesian War. Sparta won the war.

The outcome of the Peloponnesian War resulted in the slowing of cultural advances and the weakening of political power.

4. Discuss the outcome of this war. Provide an explanation of the impact of the defeat of Athens to Greek culture. Include in the discussion the reasons Sparta won. Encourage students to consider what may have happened if Athens had won.
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 9: Pericles

Materials

- Class notes (see bolded text in Instructional Activities below)
- Brief biography of Pericles
- Overhead projector (optional)
- Teacher-selected reading, worksheet, or activity

Instructional Activities

1. Review content covered to this point in the unit.
2. Ask students to name famous people from history. Record the names on an overhead transparency. Ask students if they know what made some of these people famous. Encourage students to consider what type of contribution, positive or negative, might be significant enough to be included in history books for many years. Allow time for students to consider this.
3. Introduce Pericles by providing a brief biography. Ask students if the biographical information suggests a contribution significant enough to be included in history books 2500 years later.
4. Put the following notes on the board or overhead:

Pericles extended democracy; most adult males had equal voice in the government.

Pericles had Athens rebuilt after the destruction in the Persian Wars; the Parthenon is an example of this reconstruction.

5. Ask students to consider which accomplishment is more significant and why. Ask them if they would include Pericles in a history textbook for students. Why? Why not?
6. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 10: Contributions of Greek Culture to Western Civilization_____***Materials***

- Teacher-selected video on some aspect(s) of Greek culture
- Teacher-provided video viewing guide for each student (see Paleolithic Era to Agricultural Revolution, Attachment C, “Creating a Video Viewing Guide”)

OR

- Teacher-selected reading, samples, worksheet, or activity
- Pictures or slides depicting Greek culture or architecture

Instructional Activities

NOTE: The following Web resources may be helpful in teaching this session:

- *The Iliad*. <<http://www.uoregon.edu/~joelja/iliad.html>>.
- “Humanities 101 *Iliad* Home Page.” <<http://academic.reed.edu/humanities/110Tech/Iliad.html>>.
- *The Odyssey*. <<http://www.uoregon.edu/~joelja/odyssey.html>>.
- “Study Guide for Homer’s *Odyssey*.” <<http://www.temple.edu/classics/odysseyho.html>>.

1. Review content covered to this point in the unit.
2. Show a video, read a selection from the *Iliad* or *Odyssey*, display samples of Greek sculpture and/or architecture, read selections from the writing of Socrates, Plato, Aristotle, or focus on any other sample of the contributions of Greek culture to Western Civilization. (The Web sites listed above may be of assistance.)
3. Use this session to examine various aspects of Greek culture.
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 11: Project on Contributions of Greek Culture to Western Civilization _____

Materials

- Class notes (see bolded text in Instructional Activities below)
- Poster paper
- Rulers
- Scissors
- Glue
- Tape
- Writing paper
- Overhead projector (optional)
- Internet access (optional)
- Teacher-provided encyclopedia, other printed resources, or Web sites
- Teacher-selected reading, worksheet, or activity

Instructional Activities

1. Review the content covered to this point in the unit.
2. Put the following notes on the board or overhead:

Contributions of Greek Culture to Western Civilization

- **Drama: Aeschylus, Sophocles**
- **Poetry: Homer (Iliad and Odyssey)**
- **Sculpture: Phidias**
- **Architecture: Type of columns included Doric (Parthenon), Ionian, and Corinthian**
- **Science: Archimedes, Hippocrates**
- **Mathematics: Euclid, Pythagoras**
- **Philosophy: Socrates, Plato, Aristotle**

Provide information on these contributions for students to use in the following project.

3. Have a variety of materials available for students to complete their selected product. Ensure that supplemental resource material is available. Materials may include poster paper, rulers, scissors, glue, tape, writing paper, and similar materials. Instruct students to create one of the following products that will depict each of the above contributions: a drawing, a rap, poetry, an essay, a learning cube, a crossword puzzle, a chart, a matching game, a children's story, or other teacher-approved product. Each entry in the product should reflect the student's understanding of the contribution.
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 12: The Conquest of Greece by Macedonia

Materials

- Blank transparency
- List of empires and nations (see # 3, below)
- Class notes (see bolded text in Instructional Activities below)
- Atlas
- Map of Europe
- Brief history of selected empires (see #3, below)
- Brief history of Macedonia
- Brief biography of Phillip II
- Almanac
- Overhead projector (optional)
- Teacher-selected reading, worksheet, or activity

Instructional Activities

NOTE: The following Web resource may be helpful in teaching this session

- *World Factbook*. <<http://www.cia.gov/cia/publications/factbook/>>.
1. Review content covered to this point in the unit.
 2. Ask students to name the current most powerful countries in the world. Record them on an overhead transparency to guide discussion. Ask students to explain why identified countries are considered powerful and how long these countries have existed with their current form of government. (Have an almanac ready to provide assistance with this discussion.)
 3. Put the following list of empires or nations on the board (add or delete items based on individual teacher's preference).
 - **Roman Empire**
 - **Austro Hungarian Empire**
 - **Great Britain**
 - **Germany**
 - **Egypt**
 - **Soviet Union**
 - **Spain**
 - **Ottoman Empire**
 4. Ask students if any of the countries listed were ever considered powerful nations. Provide a brief history of some of the empires or countries listed. (The *World Factbook* Web site above may be of assistance in preparing these histories.) Point out the location of these nations and empires on a map. Ask students to describe the current world status of these countries.
 5. Encourage students to discuss why a nation may lose its world power status. Ask them how long the United States has been considered a world power, how it became a world power, and if they believe it is possible for the United States to lose that status. Explain that they are going to study about a country that, at one time, controlled a large portion of the known world at that time and now has no significant world power status.
 6. Identify the location of Macedonia on a map. Provide current-day information on Macedonia. Include a brief history of Macedonia. (The *World Factbook* Web site above may be of assistance in preparing these histories.)

7. Put the following note on the board or overhead:

Greek defenses were weakened following the conquest of Greece during the Peloponnesian Wars. This allowed Macedonia, under King Phillip II, to conquer most of Greece.

8. Provide a brief biography of Phillip II. Explain that the next session will examine the rule of his son, Alexander the Great.
9. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 13: The Reign of Alexander the Great

Materials

- Brief biography of Alexander the Great
- Map of Alexander's Empire
- Political map of modern-day Europe, Africa, and Asia
- Teacher-selected reading, worksheet, or activity

Instructional Activities

NOTE: The following Web resource may be helpful in teaching this session:

- "The Development of the Silk Road." <http://www.askasia.org/silk_roads/1000099/1000099d.htm>.

1. Review content covered to this point in the unit.
2. Provide a brief biography of Alexander the Great.
3. Provide a map of Alexander's Empire.
4. Provide a political map of modern day Europe, Africa, and Asia. Instruct students to highlight the extent of Alexander's Empire.
5. Explain that Alexander's conquest throughout Asia brought Greek cultural influences to these regions. Provide examples of this influence. (The Web site above, titled "The Development of the Silk Road," may be of assistance in identifying examples.)
6. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 14: The Hellenistic Age

Materials

- Class notes (see bolded text in Instructional Activities below)
- Map of Alexander's Empire after his death
- Map of the Mediterranean area
- Historical background on the blend of Greek and oriental elements in the Hellenistic Age
- Overhead transparency (optional)
- Teacher-selected reading, worksheet, or activity

Instructional Activities

NOTE: The following Web resources may be helpful in teaching this session:

- "Greek Hellenistic." <<http://ancienthistory.about.com/library/weekly/aa041700a.htm>>.
- "The Hellenistic World in 90 B.C." <<http://www.uoregon.edu/~atlas/europe/static/map10.html>>.
- "The Hellenistic World in 240 B.C." <<http://www.uoregon.edu/~atlas/europe/static/map09.html>>.

1. Review content covered to this point in the unit.
2. Ask students to explain what happens to the United States government if the President dies. Encourage them to explain who takes over.
3. Ask students how the United States transfers power from one leader to the other. Ask if the transfer is peaceful and orderly.
4. Tell students how many Presidents the United States has had to date. Explain that the United States has survived and grown despite a regular rotation of power. Ask students if they can think of other countries that have a peaceful transfer of power. Share some examples with them (e.g., United Kingdom).
5. Ask students if they know of countries that have had difficult power transitions. (Iraq in 2003 may be a familiar example to students.)
6. Discuss the problems of a country having no established line of secession.
7. Explain that there was no line of secession when Alexander the Great died. Following his death his empire was divided into smaller empires.
8. Provide a map that reflects the division of Alexander's Empire following his death. (The Web sites listed above may be of assistance in researching this division.)
9. Put the following note on the board or overhead:

The Hellenistic Age produced a blend of Greek and oriental elements. This culture spread through trade.

Using maps and historical background, explain the blend of Greek and oriental elements in Hellenistic culture. (The Web sites listed above may be of assistance in researching this division.)

10. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 15: Video on the History of Ancient Greece_____***Materials***

- Teacher-selected video on Ancient Greece
- Teacher-provided video viewing guide for each student (see Paleolithic Era to Agricultural Revolution, Attachment C, “Creating a Video Viewing Guide”)

Instructional Activities

1. Select a video that reflects the history of Ancient Greece.
2. Provide a viewing guide for students to complete while viewing.
3. Show the selected video.
4. As a class, discuss key information that students have obtained from watching the selected video.

Session 16: Student Project Presentations_____

Materials

- Students' projects on Ancient Greece

Instructional Activities

1. Allow time for students to present their projects on Ancient Greece.

Session 17: Review for Assessment

Materials

- Study guide materials (e.g., class notes, student projects)
- Watch or clock with second hand (optional)

Instructional Activities

1. Conduct a review session in preparation for the assessment.
2. One approach is to have a class competition on Ancient Greece:
 - Have students count off, alternating between 1 and 2.
 - Using their class notes and textbook, have every student in Group 1 (Spartans?) prepare one question (and answer) each on geography, economic and social life, and mythology of Ancient Greece, for a total of 3 questions per student.
 - Using their class notes and textbook, have every student in Group 2 (Athenians?) prepare one question (and answer) each on Athenian or Spartan culture, Persian or Peloponnesian war, and contributions of Ancient Greece to Western civilization, for a total of 3 questions per student.
 - Divide students into their two teams, and have each team elect a questioner and a responder. The questioner will be the one to call on a fellow team member to ask his/her question. The responder will be the person from the team who gives the team's official answer.
 - Have teams ask each other questions, with the teacher serving as scorekeeper and referee. Team members may confer about answers, but only the responder gives the official answer. Set a time limit per question (30 seconds?) so that the referee can keep the game moving.
3. Remind students to review on their own for the assessment, scheduled for the next class session.

Session 18: Assessment

Materials

- Assessment (For sample assessment items, see Attachment C.)

Instructional Activities

1. Administer the assessment.

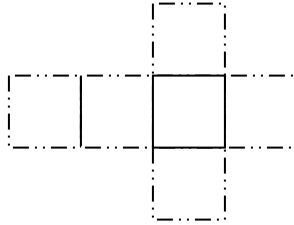
Attachment A: Greek Mythology _____

Complete the following chart, using your textbook and other resource information. Some information on Zeus was provided as an example.

Greek god	Greek goddess	Area of control	Physical Characteristics
Zeus		Supreme ruler of Mount Olympus	

Attachment B: Learning Cube for Greek Gods and Goddesses _____

1. Divide a piece of poster paper into 6 equal squares that, when cut and glued, will form a cube. The division of the poster paper should look like the following drawing:



2. Draw or write in each square one fact or scene depicting an aspect of a Greek god or goddess. Include a reference to the god or goddess in present day culture, architecture, or politics if such a reference exists. Use the resources provided by your teacher to research the various Greek gods and goddesses.
3. Cut along the dotted lines indicated in the drawing and fold along solid lines to create a cube. Tape the cube together.

Attachment C: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>1. The Greek civilization was located on which of the following bodies of water?</p> <p>A Red Sea B Nile River C Indus River D Aegean Sea*</p> <p>2. Greek civilization was characterized by</p> <p>A polytheistic religion based on mythology.* B harmony with nature. C ancestor worship. D caste systems in religious law.</p> <p>3. The earliest democratic system of government was developed in</p> <p>A classical Athens.* B Sparta. C Egypt. D India.</p>	<p>4. An oligarchical government is characterized by</p> <p>A a representative rule of government. B rule by a small group.* C rule by a dictator. D rule by a monarchy.</p> <p>5. The significance of the Persian wars was that</p> <p>A the wars united Athens and Sparta against the Persian Empire.* B Greece emerged from the war as the world's most powerful government. C The wars slowed the cultural advance of Greek civilization. D Greek democracy was extended throughout the Mediterranean area.</p>
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Organizing Topic

Ancient Rome 700 B.C. to 500 A.D.

Standard(s) of Learning _____

- WHI.6 The student will demonstrate knowledge of ancient Rome from about 700 B.C. to 500 A.D. in terms of its impact on Western civilization by
- a) assessing the influence of geography on Roman economic, social, and political development;
 - b) describing Roman mythology and religion;
 - c) explaining the social structure and role of slavery, significance of citizenship, and the development of democratic features in the government of the Roman Republic;
 - d) sequencing events leading to Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas;
 - e) assessing the impact of military conquests on the army, economy, and social structure of Rome;
 - f) assessing the roles of Julius and Augustus Caesar in the collapse of the Republic and the rise of imperial monarchs;
 - g) explaining the economic, social, and political impact of the Pax Romana;
 - h) describing the origin, beliefs, traditions, customs, and spread of Christianity;
 - i) explaining the development and significance of the Church in the late Roman Empire;
 - j) listing contributions in art and architecture, technology and science, medicine, literature and history, language, religious institutions, and law;
 - k) citing the reasons for the decline and fall of the Western Roman Empire

Essential Understandings, Knowledge, and Skills _____

Correlation to
Instructional Materials

Skills (to be incorporated into instruction throughout the academic year)

Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.

Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.

Identify major geographic features important to the study of world history.

Identify and compare political boundaries with the location of civilizations, empires, and kingdoms.

Analyze trends in human migration and cultural interaction.

Content

Explain that the city of Rome, with its central location on the Italian peninsula, was able to extend its influence over the entire Mediterranean basin.

Explain that the Italian peninsula was protected by the sea and an arc of mountains, the Alps.

Summarize the importance of geographic location to the economic, social, and political development of ancient Rome, using the following information as a guide:

- Rome—Centrally located in the Mediterranean basin and distant from eastern Mediterranean powers
- Italian Peninsula

- Alps—Protection
- Mediterranean Sea—Protection, sea-borne commerce

Explain that Roman mythology, like Greek mythology, was based upon a polytheistic religion that was integral to culture, politics, and art.

Explain that many of Western civilization's symbols, metaphors, words, and idealized images come from ancient Roman mythology.

Summarize Roman mythology, using the following information as a guide:

- Based on the Greek polytheistic religion
- Explanations of natural phenomena, human qualities, and life events

Describe the Roman gods and goddesses, using the following information as a guide:

- Jupiter, Juno, Apollo, Diana, Minerva, and Venus
- Symbols and images in literature, art, monumental architecture, and politics

Explain that although women, most aliens (non-Romans living in the Republic), and slaves were excluded from the governing process, the Roman Republic made major strides in the development of representative democracy, which became a foundation of modern democracy.

Summarize the social structure in the Roman Republic, using the following information as a guide:

- Patricians—Powerful nobility (few in number)
- Plebeians—Majority of population
- Slaves—Not based on race

Summarize the citizenship of the Roman Republic, using the following information as a guide:

- Patrician and plebeian men
- Selected foreigners
- Rights and responsibilities of citizenship (taxes, military service)

Describe the features of democracy in the Roman Republic, using the following information as a guide:

- Representative democracy
- Assemblies
- The Senate
- Consuls
- Laws of Rome codified as Twelve Tables

Explain that, after the victory over Carthage in the Punic Wars, Rome was able to dominate the Mediterranean basin over the next 100 years, leading to the diffusion of Roman culture.

Describe the Punic Wars between Rome and Carthage from 264 to 146 B.C., using the following information as a guide:

- Rome and Carthage were in competition for trade.
- Hannibal invaded the Italian Peninsula.
- Three wars resulted in Roman victory, the destruction of Carthage, and expanded trade and wealth for Rome.

Summarize the evolution of the Roman Empire and spread of Roman culture, using the following information as a guide:

- Mediterranean basin (Africa, Asia, Europe, including the Hellenistic world of the Eastern Mediterranean)
- Western Europe (Gaul, British Isles)

Explain that the Roman Republic, in the face of changing social and economic conditions, failed to survive challenges by Julius Caesar, succumbed to civil war, and was replaced by an imperial regime, the Roman Empire.

Summarize the causes for the decline of the Roman Republic, using the following information as a guide:

- Spread of slavery in the agricultural system
- Migration of small farmers into cities and unemployment
- Civil war over the power of Julius Caesar
- Devaluation of Roman currency; inflation

Summarize the origin and evolution of Imperial Rome, using the following information as a guide:

- First triumvirate
- Julius Caesar—Seizure of power, assassination
- Augustus Caesar—Civil war, defeat of Marc Anthony, Rome’s first emperor
- Empire—Unified and enlarged, using imperial authority and the military
- Failure to provide for peaceful succession of Emperors

Explain that Augustus Caesar established the Roman Empire by instituting civil service, rule by law, a common coinage, and secure travel and trade throughout the Empire.

Explain that, following Augustus Caesar, the Roman Empire enjoyed 200 years of peace and prosperity known as the Pax Romana.

Describe the Pax Romana, using the following information as a guide:

- Two centuries of peace and prosperity under imperial rule
- Expansion and solidification of the Roman Empire, particularly in the Near East

Summarize the economic, social, and political impact of the Pax Romana on the Roman Empire, using the following information as a guide:

Economic impact of the Pax Romana

- Established uniform system of money, which helped to expand trade
- Guaranteed safe travel and trade on Roman roads
- Promoted prosperity and stability

Social impact of the Pax Romana

- Returned stability to social classes
- Increased emphasis on the family

Political impact of the Pax Romana

- Created a civil service
- Developed a uniform rule of law

Explain that the followers of Jesus spread Christianity throughout the Roman Empire, bringing it into conflict with Roman polytheism and eventually changing Western civilization.

Summarize the origins of Christianity within the Roman Empire, using the following information as a guide:

- Had its roots in Judaism
- Was led by Jesus of Nazareth, who was proclaimed the Messiah
- Conflicted with polytheistic beliefs of the Roman Empire

Summarize the essential beliefs, traditions, and customs of the early Christian faith, using the following information as a guide:

- Monotheism
- Jesus as both Son and incarnation of God
- Life after death
- New Testament, containing accounts of the life and teachings of Jesus, as well as writings of early Christians
- Christian doctrine established by early church councils

Summarize the spread of Christianity, using the following information as a guide:

- Carried by the Apostles, including Paul, throughout the Roman Empire
- Slowed as a result of persecution by Roman authorities
- Adopted and legalized by Emperor Constantine

Explain that, as the Roman Empire declined in the West, the Church in Rome grew in importance, membership, and influence.

Summarize the impact of the early Church of Rome in the late Roman Empire, using the following information as a guide:

- Church became an example of moral authority.
- Loyalty to the church became more important than loyalty to the Emperor.
- Church became main unifying force of Western Europe.

Explain that conquests and trade spread Roman cultural and technological achievements throughout the Empire.

Explain that western civilization was influenced by the cultural achievements of Rome.

Summarize the contribution of ancient Rome, using the following information as a guide:

- Art/architecture: Pantheon, Colosseum, Forum
- Technology: Roads, aqueducts, Roman arches
- Science: Ptolemy
- Medicine: Emphasis on public health (public baths; public water system; medical schools)
- Language: Latin, Romance languages
- Literature: Virgil's *Aeneid*
- Religion: Roman mythology; adoption of Christianity as the imperial religion
- Law: The principle of "innocent until proven guilty" (from the Twelve Tables)

Explain that over a 300-year period, the western part of the Roman Empire steadily declined because of internal and external problems.

Summarize the following causes for the decline of the Western Roman Empire:

- Economy—The cost of defense and devaluation of Roman currency

- Military—Army membership starting to include invaders, resulting in decline of discipline
- Moral decay—People’s loss of faith in Rome and the family
- Political problems—Civil conflict and weak administration
- Invasion—Attacks on borders

Summarize the division of the Roman Empire, using the following information as a guide:

- Move of capital by Constantine from Rome to Byzantium, renaming it Constantinople
- Survival of Western Roman Empire until 476 A.D., when it ceased to have a Roman Emperor
- Eastern Roman Empire (Byzantine Empire)

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Augustus and the Early Roman Empire.” The University of Colorado at Colorado Springs.

<<http://harpy.uccs.edu/roman/html/augustus.html>>. This site provides information and artwork on Augustus and the Early Roman Empire, with an emphasis on Augustan architecture.

“The Punic Wars.” Boise State University. <<http://history.boisestate.edu/westciv/punicwar/>>. This site provides a brief history of origins, phases, and results of the Punic Wars.

“Roman Art and Architecture.” The University of Colorado at Colorado Springs.

<<http://harpy.uccs.edu/roman/html/roman.html>>. This site provides samples of Roman art and architecture. Samples may be accessed by art form (architecture, sculpture, and painting), by historical period, and by location.

“The Spread of Christianity.” Public Broadcasting Service.

<<http://www.pbs.org/wgbh/pages/frontline/shows/religion/maps/christ.html>>. This site provides information on maps and archaeology related to the spread of Christianity during the time of the Roman Empire.

“Timeline of the Roman Empire.” Parthenon Graphics. <<http://chaos1.hypermart.net/roman/fullsize/>>. This site provides a timeline of the Roman Empire, including photographs of statues of important Roman figures.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for World History I. Virginia Department of Education 2003/04. <http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wh1-1.pdf>.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning. World History and Geography to 1500 A.D. Test Blueprint. Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint7WHI.pdf>>. This site provides assessment information for World History and Geography to 1500 A.D.

Session 1: Introduction

Materials

- Teacher-prepared pre-test
- Pictures of the Roman Empire
- Teacher-selected reading, worksheet, or activity

Instructional Activities

NOTE: The following Web resource may be helpful in teaching this session:

- “Roman Art and Architecture.” <<http://harpy.uccs.edu/roman/html/roman.html>>.
1. Prepare a fill-in-the-blank pre-test on Rome. Include the following topics:
 - Alps
 - Roman gods and goddesses
 - Patricians
 - Plebeians
 - Consuls
 - Law of Rome
 - Hannibal
 - Julius Caesar
 - Augustus Caesar
 - Pax Romana
 - Emperor Constantine
 - Contributions of ancient Rome
 - Byzantine Empire
 2. Allow time for students to complete the pre-test. Instruct students to check their own tests as you provide the answers.
 3. Explain that the next unit will cover all of the topics addressed on the pre-test, and explain the relationship of the topics to the rise and fall of the Roman Empire.
 4. Obtain pictures of scenes from the Roman Empire. The Web site above, titled “Roman Art and Architecture” may be of assistance.
 5. Share pictures or slides with students, and ask them to comment on them. If the slides portray people, encourage students to think about what can be inferred from the pictures. The following questions may help the students in their analysis:
 - What are the people doing?
 - How are they dressed?
 - Do they seem to be important figures in society? Why or why not?
 6. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 2: Video on the Roman Empire

Materials

- Teacher-selected video that depicts events and/or culture of the Roman Empire
- Teacher-provided video viewing guide for each student (see Paleolithic Era to Agricultural Revolution, Attachment C, “Creating a Video Viewing Guide”)

Instructional Activities

1. Show a video on the Roman Empire. Prepare a student study guide in advance if one is not provided with the video or instruct students to write down 10 facts from the video and prepare a brief essay following the video.

Instructional Activities

1. Select a video on the Roman Empire.
2. Provide a video viewing guide for students to complete while viewing. An alternative activity is to instruct students to write down 10 facts from the video as they are viewing the presentation.
3. Show the selected video.
4. As a class, discuss key information that students have obtained from watching the selected video. An alternative activity is to have students prepare a brief essay following the video.

Session 3: Influence of Geography on the Spread of the Roman Empire_____

Materials

- Map depicting the spread of the Roman Empire
- Class notes (see bolded text in Instructional Activities below)
- Map of present-day Italy
- Figures on the size and population of present-day Rome
- Overhead projector (optional)

Instructional Activities

1. Review content covered to this point in the unit.
2. To begin the session, explain that Rome became the dominant power in the area of Rome by the 700s B.C. By the 200s B.C. Rome dominated most of Italy, and by the 100s B.C. the Roman Empire spanned Spain, North Africa, Greece, Asia Minor, and Egypt. By the 100s A.D. the Roman Empire consisted of territory from Scotland to Persia. By the 400s A.D. the Roman Empire began to collapse. Use a map to illustrate the growth of the Roman Empire.
3. Ask students what characteristics must have been present in Rome for it to rule such a large territory. Provide current information on the size and population of Rome. Ask how an Empire that was so large and ruled for so long could lose its position of power in the world.
4. Put the following notes on the board or overhead:

The city of Rome's central location on the Italian peninsula helped it to extend its influence over the Mediterranean Basin.

The Italian peninsula was protected by the sea and by the Alps.

Using a map of Italy, illustrate the significance of geography to the security of Rome.

5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 4: Introduction to Roman Mythology

Materials

- Class notes (see bolded text in Instructional Activities below)
- “Roman and Greek Gods Compared” chart (Attachment A)

Instructional Activities

1. Review content covered to this point in the unit.
2. Explain that students will develop a crossword puzzle that includes Greek and Roman gods and goddesses, as well as a chart that compares these two cultures’ polytheistic religions (see “Roman and Greek Gods Compared”– Attachment A).
3. Display the following notes on the board or overhead:

Roman mythology, based on the Greek polytheistic religion, explained natural phenomena, human qualities, and life events.

The Roman gods and goddesses included

- **Jupiter: ruler of gods**
 - **Juno: wife of Jupiter, protector of marriage**
 - **Apollo: goddess of beauty, poetry, and music**
 - **Diana: goddess of earth, wildlife, and hunters**
 - **Minerva: goddess of war/peace and wisdom**
 - **Venus: goddess of love**
4. Instruct students to begin preparing their crossword puzzle of Greek and Roman gods and goddesses.

Session 5: Comparing Green and Roman Deities

Materials

- Pictures and/or slides of Roman gods and goddesses
- Drawing paper
- Descriptions of gods and goddesses
- Teacher-provided information on Roman mythology
- “Roman and Greek Gods Compared” chart (Attachment A)
- Teacher-selected reading, worksheet, or activity

Instructional Activities

1. Review content covered to this point in the unit.
2. Display pictures or slides of the various Roman gods and goddesses. Share with students the teacher-provided information on Roman mythology, including the approximate time period when this religion seemed to lose its dominance.
3. Distribute drawing paper. Read physical descriptions of selected gods and goddesses, and instruct students to attempt to draw a likeness of a specific god or goddess based on your description.
4. Instruct students to complete their crossword puzzle and chart (Attachment A).
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 6: Democracy in Ancient Rome

Materials

- Class notes (see bolded text in Instructional Activities below)
- Historical examples of U.S. exclusion of certain groups from the governing process
- Overhead projector (optional)
- Teacher-selected reading, worksheet, or activity

Instructional Activities

1. Review content covered to this point in the unit.
2. Ask students to define the term *democracy*. Encourage them to explain what their definition means. Ask students to identify who is involved in the government process in a democracy.
3. Explain that ancient Rome developed a democratic government, which provided a foundation for modern democracy.
4. Instruct students to write the following terms in their notes and take a few minutes to define them:
 - *patricians*
 - *plebeians*
 - *Roman slaves* (definition should include slaves' origins)
5. After students have had time to define the above terms, discuss the definitions in class. Encourage students to compare patricians and plebeians in ancient Rome to segments of current-day society in the United States.
6. Put the following note on the board or overhead:

While the Roman Republic was a representative democracy, women, non-Romans living in the Republic, and slaves were excluded from the governing process.
7. As a class, discuss how this type of government can be called a democracy. Ask students if the United States, as a democratic government, ever excluded certain groups from the governing process. Provide examples and guide discussion.
8. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 7: Roman Citizenship and Government

Materials

- Class notes (see bolded text in Instructional Activities below)
- Overhead projector

Instructional Activities

1. Review content covered to this point in the unit.
2. Ask students to define *citizenship*. Instruct them to consider the process of attaining citizenship and to enumerate the rights and responsibilities associated with U.S. citizenship. Record their responses on an overhead transparency.
3. Put the following notes on the board or overhead:

Citizenship in ancient Rome included:

- **Patrician and plebeian men**
- **Selected foreigners**
- **Rights and responsibilities (taxes, military service)**

4. Ask students to compare Roman citizenship with the list they produced earlier of U.S. citizenship.
5. Put the following notes on the board or overhead:

Ancient Roman democracy included:

- **A representative democracy**
- **Assemblies**
- **The Senate**
- **Consuls**
- **Law of Rome codified as Twelve Tables**

6. Describe each of the components of ancient Roman democracy and encourage students to compare/contrast it to the United States democratic system.

Session 8: The Punic Wars

Materials

- Class notes (see bolded text in Instructional Activities below)
- Brief history of the Punic Wars
- Overhead projector (optional)
- Teacher-selected reading, worksheet, or activity

Instructional Activities

NOTE: The following Web resource may be helpful in teaching this session:

- “The Punic Wars.” <<http://history.boisestate.edu/westciv/punicwar/>>.

1. Review content covered to this point in the unit.
2. Ask students to list ways the United States came to be a world power. Encourage them to consider what contributed to the nation’s status as world power. Guide discussion by suggesting that U.S. contributions in the Spanish American War, World War I, and World War II played a large role in establishing the country as a world power.
3. Ask students if United States victories in these and other conflicts contributed to the spread of American culture around the world. Encourage students to provide examples of this (e.g., music, movies, clothing, slang). Explain that Rome also was a world power, and its culture spread following the Punic Wars.
4. Put the following note on the board or overhead:

Following its victory over Carthage in the Punic Wars, Rome dominated the Mediterranean basin for 100 years. This contributed to the spread of Roman culture throughout the area.

5. Provide a brief history of the Punic Wars, using the textbook and/or Internet resources. (The Web site above, titled “The Punic Wars,” may be of assistance.) Ensure the discussion includes the notes for #6 below.
6. Put the following notes on the board or overhead:

Punic Wars: Rome v. Carthage (264-146 B.C.)

- **Competition for trade was a contributing factor to the wars.**
 - **Hannibal invaded the Italian Peninsula.**
 - **The three wars ended in Roman victory, the destruction of Carthage, and the expansion of trade and wealth for Rome.**
7. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 9: Timeline of the Roman Empire

Materials

- Drawing paper
- Blank maps of Europe, Africa, and Asia
- Teacher-provided resources, media center, and/or Web access

Instructional Activities

NOTE: The following Web resource may be helpful in teaching this session:

- “Timeline of the Roman Empire.” <<http://chaos1.hypermart.net/roman/fullsize/>>.

1. Review the content covered to this point in the unit.
2. Provide each student blank drawing paper cut into strips to develop a timeline. Instruct students to use their textbook and available reference materials from the media center or Web sites to develop a timeline that traces the evolution of the Roman Republic from approximately 500 B.C. through the Pax Romana and the spread of Roman culture. (The Web site above, titled “Timeline of the Roman Empire,” may be of assistance.)
3. After an appropriate time, instruct students to move into groups of 3 or 4 and compare their timelines. At this point, students should check each other’s timelines for inclusion of the following information:
 - Mediterranean basin (Africa, Asia, Europe, including the Hellenistic world of the Eastern Mediterranean)
 - Western Europe (Gaul, British Isles)
4. Distribute blank maps of Europe, Africa, and Asia to students, and instruct them to shade the territory that comprised the Roman Empire at its most expansive.

Session 10: Fall of the Roman Republic

Materials

- Class notes (see bolded text in Instructional Activities below)
- Teacher-selected reading, worksheet, or activity

Instructional Activities

1. Review content covered to this point in the unit.
2. Explain that conflict among leaders of a government can contribute to its collapse. Explain that the Roman Republic collapsed.
3. Put the following notes on the board or overhead:

The Roman Republic succumbed to civil war and was replaced by the Roman Empire.

Causes of the decline of the Roman Republic include

- **spread of slavery to support the agricultural system**
 - **migration of small farmers into cities and unemployment**
 - **civil war over the power of Julius Caesar**
 - **devaluation of Roman currency and inflation.**
4. Discuss why each of these may have contributed to the collapse of the Roman Republic. Instruct students to consider current events in the United States and based on their knowledge of what caused the collapse of the Roman Republic, whether the United States may be in danger of collapse.
 5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 11: The Early Roman Empire

Materials

- List of research topics (see #2 below)
- Teacher-provided encyclopedia and/or other research material

Instructional Activities

NOTE: The following Web resource may be helpful in teaching this session:

- “Augustus and the Early Roman Empire.” <<http://harpy.uccs.edu/roman/html/augustus.html>>.

1. Review content covered to this point in the unit.
2. Instruct students to divide into groups of 3 or 4. Assign each group one of the following topics to research in class, using their textbooks and available research materials, and prepare a 3-minute class presentation that will cover the topic:
 - First triumvirate
 - Julius Caesar
 - Marc Anthony
 - A description of imperial authority and the military in the Roman Empire
 - Failure to provide for a peaceful succession of emperors
 - Pax Romana (define)
 - Augustus Caesar
 - Economic impact (include uniform system of money, travel and trade conditions, Roman roads, promotion of stability)
 - Social impact (include stability of social classes, increased emphasis on family)
 - Political impact (include civil service, development of a uniform rule of law)

NOTE: The Web site listed above, titled “Augustus and the Early Roman Empire,” may be of assistance to students.

3. Instruct students to include in their presentation one or two notes for the class. Explain that students may use maps, pictures, charts, timelines, a play, and other formats to relay their information.

Session 12: Oral Presentations on the Early Roman Empire_____

Materials

- Teacher-provided information, explanations, and/or class notes

Instructional Activities

1. Have students make the class presentations they prepared during the previous session. (NOTE: These presentations will continue in Session 14.)
2. Provide information, explanations and/or class notes to supplement student presentations as required.

Session 13: Oral Presentations on the Early Roman Empire (cont.)_____

Materials

- Teacher-provided information, explanations, and/or class notes

Instructional Activities

1. Continue group presentations begun in previous session.
2. Provide information, explanations or class notes to supplement student presentations as required.

Session 14: Mid-Session Assessment

Materials

- Teacher-created assessment instrument

Instructional Activities

1. Assess content covered to this point.
2. Use results of assessment to determine the extent of further review needed for material covered in previous sessions of this organizing topic.

Session 15: Learning Cube for the Christian Religion

Materials

- Class notes (see bolded text in Instructional Activities below)
- Brief background on the origins of Christianity
- Heavy poster paper
- Scissors
- Markers
- Tape
- Copy of handout of “Learning Cube for the Christian Religion” (Attachment B)
- Overhead projector (optional)

Instructional Activities

1. Review content covered to this point in the unit.
2. Explain to students that Christianity is one of the dominant religions in the world today. Judaism, Islam, Buddhism, and Hinduism are the other main world religions. Further, explain that Judaism, Christianity and Islam have the same general geographic origin in the Middle East. Ask students to share examples of when religion may have been a factor in international conflicts.
3. Provide a brief background on the origins of Christianity. Put the following notes on the board or overhead:

Origins of Christianity

- **Roots in Judaism**
 - **Leader is Jesus of Nazareth, proclaimed as the Messiah**
 - **Conflicts with the Roman Empire polytheism**
4. Pass out poster paper and handout of “Learning Cube for the Christian Religion.” Instruct students to develop learning cubes on the Christian religion. The following information should be reflected on the cubes:
 - Beliefs, traditions, and customs of Christianity
 - Monotheism
 - Jesus as both Son and incarnation of God
 - Life after death
 - New Testament, containing accounts of the life and teachings of Jesus, as well as the writings of early Christians
 - Christian doctrine established by early church councils
 5. Display the cubes around the room until the assessment session.

Session 16: The Spread of Christianity

Materials

- Selected learning cubes
- Class notes (see bolded text in Instructional Activities below)
- Teacher-selected reading, worksheet, or other activity

Instructional Activities

NOTE: The following Web resource may be helpful in teaching this session:

- “The Spread of Christianity.” <<http://www.pbs.org/wgbh/pages/frontline/shows/religion/maps/christ.html>>.

1. Review the origins, beliefs, traditions, and customs of Christianity, using selected learning cubes from the previous session.
2. Review the spread of Christianity. Put the following notes on the board or overhead:

Spread of Christianity

- **Carried by the Apostles, including Paul, throughout the Roman Empire**
- **Slowed as a result of persecution by Roman authorities**
- **Adopted and legalized by Emperor Constantine**

(The Web site above, titled “The Spread of Christianity,” may be of assistance in preparing for this discussion.)

4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 17: Impact of the Church of Rome in the Late Roman Empire _____***Materials***

- Class notes (see bolded text in Instructional Activities below)
- Teacher-selected reading, worksheet, or activity

Instructional Activities

1. Review content covered to this point in the unit.
2. Put the following notes on the board or overhead:

Impact of the Church of Rome in the late Roman Empire

- **The church became an example of moral authority.**
- **Loyalty to the church was more important than loyalty to the Emperor.**
- **The church became the main unifying force of Western Europe.**

3. Briefly discuss this information with students.
4. Instruct students to write a one-page review of the impact of the Church of Rome in the late Roman Empire.
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 18: Contributions of Ancient Rome to Western Civilization_____

Materials

- Teacher-provided encyclopedia and/or other research resources
- Teacher-provided supplemental information on contributions of ancient Rome to Western Civilization
- Overhead projector
- Teacher-selected reading, worksheet, or other activity

Instructional Activities

1. Review content covered to this point in the unit.
2. Divide the class into groups of 3 or 4 students. Assign one of the following topics of contributions of ancient Rome to each group:
 - Art/architecture: Pantheon, Colosseum, Forum
 - Technology: Roads, aqueducts, Roman arches
 - Science: Ptolemy
 - Medicine: Emphasis on public health (public baths; public water system; medical schools)
 - Language: Latin, Romance languages
 - Literature: Virgil's *Aeneid*
 - Religion: Roman mythology; adoption of Christianity as the imperial religion
 - Law: The principle of "innocent until proven guilty" (from the Twelve Tables)

Instruct each group to develop a two-minute presentation to explain their assigned contribution. Students should use textbooks and supplementary resources provided by the teacher to complete their presentations. They may develop posters containing graphs, diagrams, sketches, or other visual depictions to illustrate their topic. For example, a sketch of the Colosseum, a diagram explaining Ptolemy's geocentric theory, or a brief outline of the *Aeneid* may be used during the presentation.

3. Each group should make their presentation. Instruct students in the audience to record each contribution in their notebooks as it is presented. Provide supplemental information as needed to assist student understanding. Upon completion, post the list of contributions on the overhead for students to check their notes.
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 19: Decline of the Roman Empire

Materials

- Map of the Roman Empire at most expansive
- Current map of Europe or the world
- Class notes (see bolded text in Instructional Activities below)
- Overhead projector (optional)
- Resources on current events (e.g., newspapers, news magazines, television, radio, Internet)
- Teacher-selected reading, worksheet, or other activity

Instructional Activities

1. Review content covered to this point in the unit.
2. Display a map of the Roman Empire at its most expansive.
3. Ask students to locate Rome on a current map. Also, ask students to comment on the international political power of Rome in current events.
4. As students identify that Rome has no substantial power, point again to the map of the Roman Empire at its most expansive and encourage students to suggest reasons the Roman Empire, once a dominant power, no longer has any significant power in the world.
5. Put the following notes on the board or overhead and have students discuss each cause of decline:

Decline of the Roman Empire.

- **Economy – The cost of defense and devaluation of Roman currency**
 - **Military – Army membership starting to include invaders, resulting in decline of discipline**
 - **Moral decay – People’s loss of faith in Rome and the family**
 - **Political problems – Civil conflict and weak administration**
 - **Invasion – Attacks on borders**
6. Encourage students to use current events to identify weaknesses in modern-day countries that could result in the countries’ destruction.
 7. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 20: Division of the Roman Empire

Materials

- Blank map of the Roman Empire
- Current world map
- Overhead projector (optional)

Instructional Activities

1. Review content covered to this point in the unit.
2. Explain that when a country loses power, its territory is taken over by other countries or leaders. Examples may include the Austro-Hungarian Empire following World War I, the Soviet Union following the collapse of the communist government, or Yugoslavia following its collapse. On a world map point out the present-day territory previously controlled by the countries. Discuss the current status of the territory previously controlled by these countries.
3. Remind students of the previous session's discussion of the collapse of the Roman Empire.
4. Put the notes below on the board or overhead. (Pause following each note to explain it to the students and check for understanding. Point out all geographic areas concerned on a map, or distribute a blank map for students to shade with the shift in the Roman Empire.)

Division of the Roman Empire

- **Move of the capital by Constantine from Rome to Byzantium, renaming it Constantinople**
 - **Survival of Western Roman Empire until 476 A.D., when it ceased to have a Roman Emperor**
 - **Eastern Roman Empire (Byzantine Empire)**
5. Prepare students for the review coming in the next class session.

Session 21: Review for Assessment on Ancient Rome_____

Materials

- Study guide materials (e.g., class notes, student projects)

Instructional Activities

1. Review material about ancient Rome with students in preparation for a unit test. Use a question and answer technique that allows students or groups of students to compete for correct answers.
2. Remind students to review on their own for the assessment, scheduled for the next class session.

Session 22: Assessment

Materials

- Assessment (For sample assessment items, see Attachment C.)

Instructional Activities

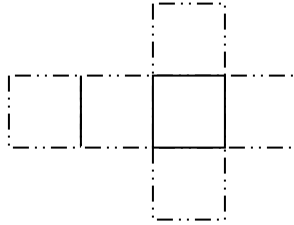
1. Administer the assessment.

Attachment A: Roman and Greek Gods Compared _____

Roman god	Greek equivalent	Area of control
Zeus		Supreme ruler of Mount Olympus

Attachment B: Learning Cube for the Christian Religion _____

1. Divide a piece of poster paper into 6 equal squares that, when cut and glued, will form a cube. The division of the poster paper should look like the following drawing:



2. Draw or write in each square one fact about Christianity. Use the resources provided by your teacher to research the Christian religion.
3. Cut along the dotted lines indicated in the drawing, and fold along solid lines to create a cube. Tape the cube together.
4. The following information should be reflected on the cube:
 - Beliefs, traditions, and customs of Christianity
 - Monotheism
 - Jesus as both Son and incarnation of God
 - Life after death
 - New Testament, containing accounts of the life and teachings of Jesus, as well as the writings of early Christians
 - Christian doctrine established by early church councils

Attachment C: Sample Assessment Items

Asterisk () indicates correct answer.*

1. The foundation of modern democracy was derived from

- A the New Testament.
- B the Roman Republic.*
- C the Laws of Rome.
- D the Roman Empire.

2. Rome became the dominant force in the Mediterranean after its victory in the Punic Wars over

- A Spain.
- B Great Britain.
- C Gaul.
- D Carthage.*

3. The Roman Empire collapsed because of civil war over the power of Julius Caesar and

- A devaluation of Roman currency.*
- B an unstable civil service.
- C a belief in polytheism.
- D lack of technological advances.

4. The Christian religion was spread throughout the Roman Empire by

- A Abraham.
- B Paul.*
- C Muhammad.
- D Caesar.

5. Constantine relocated the capital of Rome to Constantinople. The previous name of this city was

- A Carthage.
- B Gaul.
- C Nazareth.
- D Byzantium.*

Organizing Topic

Byzantine Empire and Russia 300 to 1000 A.D.

Standard(s) of Learning

- WHI.7 The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. by
- a) explaining the establishment of Constantinople as the capital of the Eastern Roman Empire;
 - b) identifying Justinian and his contributions, including the codification of Roman law, and describing the expansion of the Byzantine Empire and economy;
 - c) characterizing Byzantine art and architecture and the preservation of Greek and Roman traditions;
 - d) explaining disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church;
 - e) assessing the impact of Byzantine influence and trade on Russia and Eastern Europe.

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

Skills (to be incorporated into instruction throughout the academic year)

Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.

Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.

Identify major geographic features important to the study of world history.

Identify and compare political boundaries with the location of civilizations, empires, and kingdoms.

Content

Explain that the capital of the Eastern Roman Empire was changed to Constantinople to provide political, economic, and military advantages.

Summarize the importance of the location of Constantinople, using the following information as a guide:

- Protection of the eastern frontier
- Distance from Germanic invasions in the western empire
- Crossroads of trade
- Easily fortified site on a peninsula bordering natural harbor

Summarize the role of Constantinople as the capital of the Eastern Roman Empire, using the following information as a guide:

- Seat of the Byzantine Empire until Ottoman conquest
- Preserved classical Greco-Roman culture

Explain that, as the first to codify Roman law, Justinian provided the basis for the law codes of Western Europe.

Explain that, under Justinian, the Byzantine Empire reached its height in culture and prosperity.

Summarize the influence of Emperor Justinian on the expansion of the Byzantine Empire, using the following information as a guide:

- Codification of Roman law (impact on European legal codes)
- Reconquest of former Roman territories
- Expansion of trade

Explain that Greek Orthodox Christianity and imperial patronage enabled the Byzantine Empire to develop a unique style of art and architecture.

Explain that Greek and Roman traditions were preserved in the Byzantine Empire.

Summarize the contributions of Byzantine art and architecture, using the following information as a guide:

- Inspiration provided by Christian religion and imperial power
- Icons (religious images)
- Mosaics in public and religious structures
- Hagia Sophia (a Byzantine domed church)

Explain how Greek and Roman culture survived with the Byzantine Empire, using the following information as a guide:

- Continued flourishing of Greco-Roman traditions
- Greek language (as contrasted with Latin in the West)
- Greek Orthodox Christianity
- Greek and Roman knowledge preserved in Byzantine libraries.

Explain that the cultural and political differences between the eastern and western Roman Empire weakened the unity of the Christian Church and led to its division.

Summarize the characteristics of the Eastern and Western Church and explain the division with the Christian Church, using the following information as a guide:

Eastern Church

- Centered in Constantinople
- Close to seat of power after Constantinople became capital
- Use of Greek language in the liturgy

Western Church

- Centered in Rome
- Farther from seat of power after Constantinople became capital
- Use of Latin language in the liturgy

Division between Western and Eastern Churches

- Authority of the Pope eventually accepted in the West
- Practices such as celibacy eventually accepted in the West

Explain that Byzantine civilization influenced Russian and Eastern European civilizations through its religion, culture, and trade.

Summarize the influence of Byzantine culture on Eastern Europe and Russia, using the following information as a guide:

- Trade routes between Black Sea and Baltic Sea
- Adoption of Orthodox Christianity by Russia and much of Eastern Europe
- Adoption of Greek alphabet to the Slavic languages by St. Cyril (Cyrillic alphabet)
- Church architecture and religious art

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Byzantine Ecclesiastical and Ritual Ethnological Material.” U.S. Department of State, Bureau of Education and Cultural Affairs. <http://exchanges.state.gov/culprop/cyprus/sect1.htm>. This site provides samples of Byzantine mosaics.

“The Byzantine Monuments.” Ecumenical Patriarchate of Constantinople. http://www.patriarchate.org/ecumenical_patriarchate/chapter_4/html/hagia_sophia.html. This site provides information on Byzantine monuments to include the Hagia Sophia.

“Byzantine Studies on the Internet.” *Internet History Sourcebook Project*. <http://www.fordham.edu/halsall/byzantium/>. This site provides information on Byzantium.

“Cyrillic Alphabet.” Colby College Libraries. http://www.colby.edu/library/collections/technical_services/wp/Cyrillic.html. This site provides a chart of the Cyrillic alphabet.

“Cyrillic Alphabet.” *Friends and Partners*. <http://www.friends-partners.org/oldfriends/language/russian-alphabet.html>. This site provides a list of the Cyrillic alphabet as well as verbal pronunciation of the alphabet.

“Eastern Orthodox Christianity: A Chronology.” Princeton University. <http://www.music.princeton.edu/~jeffery/byzchron.html>. This site provides a chronology of Eastern Orthodox Christianity from the year 301 through the 1990s.

“Mosaic Project.” *History for Kids*. <http://www.historyforkids.org/crafts/projects/mosaic.htm>. This site provides directions on how to make a mosaic.

“The Ottoman Empire: 1350-1918.” North Park University. <http://campus.northpark.edu/history/WebChron/MiddleEast/Ottoman.html>. This site provides a timeline of the Ottoman Empire.

“The Ottomans.” Washington State University. <http://www.wsu.edu:8080/~dee/OTTOMAN/OTTOMAN1.HTM>. This site provides a brief history of the Ottomans. For more details, click on “Next” at the bottom of each screen.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for World History I. Virginia Department of Education 2003/04. http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wh1-1.pdf.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: World History and Geography to 1500 A.D. Test Blueprint. Virginia Department of Education, 2003/04. <http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint7WHI.pdf>. This site provides assessment information for World History and Geography to 1500 A.D.

Welcome to Istanbul. Princeton University. http://www.princeton.edu/~asce/const_95/const.html. This site provides information on the Hagia Sophia and other topographical information on Constantinople.

Session 1: Location of the Byzantine Empire

Materials

- Teacher-prepared map handout, based on instructions in “Byzantine Map Practice” (Attachment A); one copy of handout per student
- Atlas or text

Instructional Activities

1. Remind students that even though the western Roman Empire had fallen by the hands of the barbarians (Germanic invaders), the eastern Roman Empire had an excellent site and situation that enabled it to last for centuries.
2. Review the concepts of *site* and *situation*. Have students explain the site of Constantinople and its situation.
3. Distribute the handout developed according to the instructions in “Byzantine Map Practice” (Attachment A). Have students to complete the handout.
4. Monitor student progress and provide assistance as needed.
5. Have students state two reasons that Constantinople was an ideal location for a capital.

Session 2: Growth of the Byzantine Empire and Its Impact on the Christian Church_____***Materials***

- Copy of “Byzantine Empire, Growth and Expansion Class Notes” (Attachment B) for each student
- Copy of “Differences and Similarities between the Christianity of the Byzantine Empire and of Western Europe” chart (Attachment C) for each student
- Overhead projector (optional)

Instructional Activities

1. Review the “Byzantine Map Practice” handout (Attachment A), emphasizing the expansion of the empire under Justinian and the location of Constantinople.
2. Display “Byzantine Empire, Growth and Expansion Class Notes” from Attachment B on the board or overhead. Discuss each note, checking regularly for student understanding. (NOTE: This activity may take two sessions.)
3. Upon completion of note review, explain that the differences between the Byzantine and Western European Christian churches would eventually led to the Great Schism in 1054. Instruct students to complete the “Differences and Similarities between the Christianity of the Byzantine Empire and of Western Europe” chart (Attachment C), using their notes and the text.
4. Instruct students to write paragraphs summarizing the differences between the Eastern Orthodox and the Roman Catholic Church.

Session 3: Video on the Byzantine Empire

Materials

- Teacher-selected video on the Byzantine Empire
- Teacher-provided video viewing guide for each student (see Paleolithic Era to Agricultural Revolution, Attachment C, “Creating a Video Viewing Guide”)
- Teacher-selected reading, worksheet, or activity

Instructional Activities

1. Provide feedback on “Differences and Similarities between the Christianity of the Byzantine Empire and of Western European” chart (Attachment C) assigning during the previous session.
2. Provide a video viewing guide for students to complete while viewing.
3. Show the selected video.
4. As a class, discuss key information students have obtained from watching the selected video.
5. Define *icon*, and instruct students to create icons for the topics they are currently discussing.
6. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 4: Contributions of the Byzantine Empire _____

Materials

- Copy of “Rise of Russia: Lasting Contributions” class notes (Attachment D) for each student
- Overhead projector (optional)
- Teacher-selected reading, worksheet, or other activity

Instructional Activities

NOTE: The following Web resources may be helpful in teaching this session:

- “Byzantine Ecclesiastical and Ritual Ethnological Material.” U.S. Department of State, Bureau of Education and Cultural Affairs. <http://exchanges.state.gov/culprop/cyprus/sect1.htm>.
- “Mosaic Project.” *History for Kids*. <<http://www.historyforkids.org/crafts/projects/mosaic.htm>>.

1. Review content covered to this point in the unit.
2. Display “Rise of Russia: Lasting Contributions” class notes from Attachment D on the board or overhead. Discuss each note, checking regularly for student understanding. (NOTE: This may take two sessions).
3. Instruct students to analyze information about the Byzantine contributions. For example, assign portions of the two versions of history that Procopius wrote about Theodora, or instruct students to create a mosaic.
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 5: The Role of the Byzantine Empire in Russian History_____

Materials

- A teacher-developed quiz about the Byzantine Empire
- “Byzantine Map Practice” handout (Attachment A)
- Maps of the Byzantine Empire
- Photograph or sketch of the Hagia Sophia

Instructional Activities

NOTE: The following Web resource may be helpful in teaching this session:

- “The Byzantine Monuments.”
<http://www.patriarchate.org/ecumenical_patriarchate/chapter_4/html/hagia_sophia.html>.
1. Review content from the previous session.
 2. Distribute the teacher-developed Byzantine quiz, and have students complete it.
 3. After students have completed the quiz, explain that Byzantine’s geographic proximity and location (situation) near trade routes allowed diffusion to flow from the Byzantines to the Slavs, who created Russia. Review with students the “Byzantine Map Practice” handout they completed in Session 1. Ask them a question such as the following:
 - How has your understanding of this handout increased since Session 1?
 4. Find or sketch a picture of the Hagia Sophia. For photographs of the Hagia Sophia, see the Web site above, titled “The Byzantine Monuments.” Ask students to identify it by name and to describe its architectural structures.

Session 6: The Rise of Russia

Materials

- Copy of teacher-prepared list of jumbled events and dates in Russia (400 A.D. to 1480) for each student
- Copy of “Russia Timeline” (Attachment E) for each student
- Copy of “The Rise of Russia Worksheet” (Attachment F) for each student

Instructional Activities

1. Review content from the previous session.
2. Distribute a list of jumbled events and dates. Instruct students to work with a partner and, using their text or other materials, organize the dates and create a vertical or horizontal timeline.
3. After students have created their timelines, instruct them to work in groups to check that all of the events are in correct order.
4. Distribute the “Russia Timeline” (Attachment E) and have students compare their own timelines to it.
5. Distribute the “Rise of Russia Worksheet” (Attachment F) and instruct students to begin filling in the blanks. Allow students to finish the worksheet as homework.

Session 7: Eastward Movement of European Culture

Materials

- Display copy of “Rise of Russia Worksheet” (Attachment F)
- Copies of “European Culture Moves East” (Attachment G) for each student
- Picture of a Russian church with onion-shaped dome
- Picture of the Hagia Sophia
- Map of Asia and Europe
- Overhead projector

Instructional Activities

1. Provide feedback on the timeline worksheet that students completed at home.
2. Display notes from Attachment F on the board or overhead. Discuss each concept as you fill in the blanks, checking regularly for student understanding. (NOTE: This may take more than one session).
3. Display a picture of a Russian church and ask students what architectural style was borrowed from Byzantium (onion-shaped domes). Display a picture of the Hagia Sophia and ask students to point out similarities between it and the Russian church.
4. Shade in Byzantine and Russian territories on a map and instruct students to identify either or both.
5. Instruct students to complete “European Culture Moves East” chart (Attachment G).

Session 8: Review for Assessment

Materials

- Printout of review questions

Instructional Activities

1. Instruct students to self-check their “European Culture Moves East” charts as answers are provided.
2. Divide students into two equal teams and ask review questions based on class notes.
3. Assign points based on participation.
4. Instruct students to prepare for an assessment that will be given during the next session.

Session 9: Assessment

Materials

- Assessment (For sample assessment items, see Attachment H.)

Instructional Activities

1. Administer the assessment.

Attachment A: Byzantine Map Practice

Using the Internet, textbook, resource materials, and/or a map program, locate a map that reflects the Roman Empire at its height. Before giving this assignment to students, be sure that the map you issue contains all of the information you ask them to find.

1. Copy the map on one side.
2. On the other side, prepare directions and questions to which students will respond (see# 3 and 4, below).
3. Instruct students as follows:
 - Label places
 - Constantinople
 - Label bodies of water
 - Mediterranean Sea
 - Sea of Marmara
 - Aegean Sea
 - Black Sea
 - Bosphorus Strait
 - Strait of Hellespont (Dardanelles)
 - Shade in the empire at different points in history
 - Byzantine Empire in 565 AD (under Justinian)
 - Byzantine Empire in 1000 AD
4. Develop questions appropriate for students' abilities. Include the following:
 - If you traveled from Rome to Constantinople, in what cardinal direction would you travel?
 - What body of water separates Constantinople from Asia?
 - What seas are connected by the Hellespont strait?
 - What ruler was responsible for the expansion of the Byzantine Empire?

Attachment B: Byzantine Empire, Growth and Expansion Class Notes _____***Growth of the Byzantine Empire***

- Constantinople
 - Protection of eastern frontier
 - Easily fortified site on a peninsula bordering a natural harbor
 - Away from Germanic invasions, which plagued western Roman Empire
 - Close to major trade routes
 - Seat of power until Ottoman Conquest in 1453
- Crossroads of Trade
 - Goods are coming from Europe, Asia, and Africa
 - Silk and paper industry is thriving.
 - Taxes on trade and industry provide money for government
- Cultural melting pot (Roman law, Greek culture, and Orthodox Christianity)

Age of Justinian

- Code of Justinian
 - Codification of Roman law
 - Influence on European law codes
- Conquest of former Roman territories
- Expansion of Trade
- Public Works – Building of Hagia Sophia

Byzantine Christianity

- Differences between east and west lead to division.
- Great Schism occurs in 1054 and permanently divides Christian church.

Attachment C: Differences and Similarities between the Christianity of Byzantine Empire and of Western European _____

Name _____ Date _____ WHI- _____

Because the Byzantine Empire and the Western Europeans could not agree on certain practices, a permanent split, or schism, took place in 1064 and created the Roman Catholic Church (which dominated western Europe) and the Eastern Orthodox Church (which dominated eastern Europe). Fill in the chart below to show the differences that led to the Great Schism and the similarities that still existed.

	Byzantine Empire	Western Europe
Where is the seat of power?		
Which language is used in the church service?		
Who has supreme power?		
Who is the church leader?		
What are the beliefs concerning marriage of clergy?		
What are the religious days?		
What are the beliefs concerning the role of the Pope?		
What are the beliefs concerning icons?		
What are the similarities?		

Attachment D: Rise of Russia: Lasting Contributions (Class Notes) _____

NOTE: If desired, enlarge the font and print on an overhead transparency.

Importance of Location

- Steppe provides a natural highway for nomads.
- Network of rivers provide transportation and led to trade, particularly with the Byzantine Empire.
- Kiev is located at the center of trade among the Vikings, Slavs, and Byzantines.

Influence of Byzantine Culture

- Byzantine cultural influence is possible because of trade routes linking the Baltic Sea and Black Sea.
- Prince Vladimir adopts Orthodox Christianity, and Russia spreads it to much of Eastern Europe.
- St. Cyril adopts the Greek alphabet to the Slavic language, thus, creating the Cyrillic alphabet, which enables Slavs to read the Bible.

Church Architecture and Religious Art

- Onion-shaped domed churches, modification of Byzantine domes
- Icons and mosaics used as decoration for buildings

Mongol Conquest

- Golden Horde, led by Ghengis Khan, conquers early Russia.
- Massive destruction occurs: Towns are destroyed and people are killed.
- Russia is in state of decline and cut off from Western Europe under Mongol rule.
- Moscow grows in importance after Kiev's destruction.
- Church grows more powerful, since the Mongols tolerate the Eastern Orthodox Church.
- Trade routes between China and Eastern Europe open up.

Russia Emerges

- Princes gain more power under Mongol rule and adapt the Mongol leadership model of absolute rule.
- Ivan the Great rejects Mongol rule and unites Russia.
- Moscow becomes the capital and the "Third Rome."
- Ivan the Great takes the title czar (Caesar), and vows to carry on the traditions of Rome and Constantinople,

Attachment E: Rise of Russia Timeline

400 A.D.	Slavs arrive from Central Europe.
860	Rurik establishes the first state in Russia, with Kiev as capital.
863	Cyrillic alphabet is created.
988	Prince Vladimir adopts Byzantine Christianity (Orthodox Christianity).
1019-1054	Yaroslav the Wise rules Kiev.
1236-1241	Mongol Army (Genghis Khan & the Golden Horde) invades and conquers Russia.
1380	Mongols are defeated.
1462	Ivan III (The Great) creates a unified Russia.
1480	Ivan the Great ends tribute to Mongols and takes the title of czar.

Attachment F: Rise of Russia Worksheet _____

Name _____ Date _____ WHI- _____

Directions: Use the timeline “The Rise of Russia” to answer the following questions.

1. What two cultures blended together to create a Russian culture?

2. Where were the Slavs located before they moved into the area known as Russia?

3. Using your textbook map or another map, answer the following:
 - a. What two present-day countries represent the Viking’s homeland?

 - b. What direction did the Vikings travel to get to Russia? _____
4. Why is Rurik included on the timeline? _____
5. When was the Cyrillic alphabet developed? _____
6. Using your textbook, answer the following questions:
 - a. Who developed the Cyrillic alphabet? _____
 - b. Why was the Cyrillic alphabet developed? _____
7. What religion did Prince Vladimir adopt for the Russian people? _____
8. How long was Yaroslav’s rule? _____
9. What group invaded and conquered the Russians? _____
10. Who was the leader of the Golden Horde? _____
11. What Russian leader ended Mongol rule by refusing to pay tribute? _____
12. How long did the Mongols rule Russia? _____
13. How many years passed between the time that Ivan the Great came to power and the time he took the title of czar? _____

Attachment G: European Culture Moves East

After the Western Roman Empire fell, Byzantium (the eastern Roman Empire) became the seat of power. Byzantium, which borrowed many ideas from Rome, became an important city and continued spreading the Roman heritage. Because of the diffusion of ideas from the Roman Empire into Byzantium, Byzantium became known as the second Rome. Likewise, Russia's use of Byzantine ideas resulted in Russia's claim as the third Rome. However, unlike the Romans, who had periods of peace, the Byzantine and Russian Empires experienced great turmoil as they conflicted with neighboring territories.

Directions: Complete the chart below to show the similarities and differences among these three empires.

	Roman Empire	Byzantine Empire	Russian Empire
Capital			
Religion			
Language			
Leaders			
Had conflicts with which neighbors?			

Attachment H: Sample Assessment Items

Asterisk (*) indicates correct answer.

- | | |
|--|--|
| <p>1. Which of the following does not reflect achievements of Emperor Justinian?
 A Codification of laws
 B Trade expansion
 C Creation of Cyrillic alphabet*
 D Reuniting former Roman territories</p> <p>2. What language was used by the Byzantine Church?
 A Latin
 B Roman
 C Greek*
 D Cyrillic</p> <p>3. The Byzantine Empire developed
 A after the fall of Rome.*
 B after the fall of Greece.
 C during the rise of Russia.
 D during the rise of England.</p> <p>4. The Byzantine Empire was called the Second Rome because it preserved Roman art, literature, and Christianity among other things. What civilization called itself the Third Rome?
 A England
 B Russia*
 C The Vatican
 D France</p> <p>5. All of the following are characteristics of the Western Church EXCEPT:
 A It was centered in Constantinople.*
 B Latin was the dominant language.
 C The Church had tremendous political power.
 D Emperors accepted authority of the Pope.</p> <p>6. Which of the following represents the best description for the word <i>patriarch</i> from 300 B.C. to 100 AD?
 A The head of a Seljuk Mosque
 B A general opposed to influence of Islam on Christianity
 C The head of the Russian government
 D The head of the Byzantine Church*</p> <p>7. Christianity in western Europe can best be classified as
 A Greek Orthodox.
 B Russian Christendom.
 C Roman Catholic.*
 D Byzantine Christian.</p> | <p>8. Which was NOT a disagreement over Christianity between Eastern and Western Europe?
 A Authority of Pope
 B Language
 C Practice of celibacy
 D The Bible as the basis of faith*</p> <p>9. The faith adopted by Prince Vladimir of Russia was
 A Christianity.*
 B Islam.
 C Judaism.
 D Buddhism.</p> <p>10. What did Byzantine monks create to help newly converted Russians?
 A Inexpensive Bibles
 B The Cyrillic alphabet*
 C Mosques
 D Hymnals</p> <p>Select one or more of the following as part of student assessment:</p> <p>A. Find or make an appropriate map and have students identify the following: Byzantium territory, Mediterranean Sea, Sea of Marmara, Black Sea, Constantinople.</p> <p>B. Find a picture of a mosaic and ask students to identify the art form.</p> <p>C. Find or sketch a picture of the Hagia Sophia and ask students to identify its name and its architectural structures.</p> <p>D. Find or sketch a picture of a Russian church and ask students what architectural style they borrowed from Byzantium (onion-shaped domes).</p> <p>E. Shade in Byzantine and Russian territories on a map and have students identify either or both.</p> <p>F. Find a map that shows Byzantine trade routes and have students identify what was traded as well as answer basic questions about latitude/longitude, direction, and scale.</p> <p>G. Give students a passage from <i>Justinian's Code</i> or another source. Ask them to identify whether the text is a primary or secondary source and to interpret information from the passage.</p> |
|--|--|

	H. Take dates from the timeline created in class and create questions. For example: How many years ago did the Mongol army invade and conquer Russia?
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Organizing Topic

Islamic Civilization 600 to 1000 A.D.

Standard(s) of Learning

- WHI.8 The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D. by
- a) describing the origin, beliefs, traditions, customs, and spread of Islam;
 - b) assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade;
 - c) identifying historical turning points that affected the spread and influence of Islamic civilization, with emphasis on the Sunni-Shi'a division and the Battle of Tours;
 - d) citing cultural and scientific contributions and achievements of Islamic civilization.

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

Skills (to be incorporated into instruction throughout the academic year)

Analyze and interpret primary and secondary sources to make generalizations about events and life in world history.

Use maps, globes, artifacts and pictures to analyze the physical and cultural landscapes of the world and interpret the past.

Identify major geographic features important to the study of world history.

Identify and compare political boundaries with the location of civilizations, empires, and kingdoms.

Analyze trends in human migration and cultural interaction.

Content

Explain that the revelations of Muhammad form the basis of the Islamic religion, a monotheistic faith.

Summarize the origins of Islam, using the following information as a guide:

- Muhammad, the Prophet
- Mecca and Medina on the Arabian Peninsula: Early Muslim cities

Explain that Muhammad and his followers spread Islam.

Describe the spread of Islam, using the following information as a guide:

- Across Asia and Africa, and into Spain
- Geographic extent of first Muslim empire

Explain that Islamic traditions and customs developed over centuries and created a distinct Muslim culture.

Summarize the beliefs, traditions, and customs of Islam, using the following information as a guide:

- Monotheism (Allah, Arabic word for "God")
- Quran (Koran): The word of God
- Five pillars of Islam

- Acceptance of Judeo-Christian prophets, including Moses and Jesus

Explain that in the first three centuries after Muhammad's death, Muslim rule expanded rapidly, overcoming geographic barriers, and weakened political empires.

Explain how geography influenced the rapid expansion of territory under Muslim rule, using the following information as a guide:

- Diffusion along trade routes from Mecca and Medina
- Expansion despite great distances, desert environments, and mountain barriers
- Spread into the Fertile Crescent, Iran, and Central Asia, facilitated by weak Byzantine and Persian empires

Explain that political unity and the Arabic language facilitated trade and stimulated intellectual activity.

Explain how political and cultural geography influenced economic, social, and political development in the early Islamic lands, using the following information as a guide:

- Political unity of the first Muslim empire was short-lived.
- Arabic language spread with Islam and facilitated trade across Islamic lands.
- Slavery was not based on race.

Explain that major historical turning points marked the spread and influence of Islamic civilization. Identify these turning points, using the following information as a guide:

- Sunni-Shi'a division
- Muslim conquest of Jerusalem and Damascus
- Muslim defeat at the Battle of Tours

Explain that early Islamic civilization was characterized by achievements in science and the arts that transformed the Islamic world and contributed to world civilization.

Explain that Islamic civilization preserved and extended ancient Greek, Persian, and Indian learning.

Summarize the cultural and scientific contributions of Islamic civilization, using the following information as a guide:

Cultural contributions and achievements

- Architecture (Dome of the Rock)
- Mosaics
- Arabic alphabet
- Universities
- Translation of ancient texts into Arabic

Scientific contributions and achievements

- Arabic numerals (adapted from India), including zero
- Algebra
- Medicine
- Expansion of geographic knowledge

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Ancient Fertile Crescent Almost Gone, Satellite Images Show.” *National Geographic News*.

<http://news.nationalgeographic.com/news/2001/05/0518_crescent.html>. This article discusses the origins and results of environmental damage that has been done over time to the Tigris and Euphrates river basin. The site contains photographs to illustrate the environmental crisis.

“Islamic Empire: An Electronic Scavenger Hunt.” Chesterfield County (Va.) Public Schools.

<<http://www.chesterfield.k12.va.us/~aclarke/islamweb/islampage.html>>. This site provides a series of questions about the Islamic Empire, along with Web links that lead students to the answers. The site is the basis for Attachments B and C in this organizing topic.

“Muhammad: Legacy of a Prophet.” Public Broadcasting System. <<http://www.pbs.org/muhammad/>>. This links on this site provide information about the ways his teachings are reflected in Muslims’ lives today. The site also includes a timeline of the life of Muhammad.

The Noble Sanctuary. <<http://www.noblesanctuary.com/index.html>>. This site provides an “Online Guide to Al-Haram al-Sharif in Jerusalem.” It includes information on the Dome of the Rock and other historical sites in Jerusalem.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for World History I. Virginia Department of Education 2003/04. <http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wh1-1.pdf>.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: World History and Geography to 1500 A.D. Test Blueprint. Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint7WHI.pdf>>. This site provides assessment information for World History and Geography to 1500 A.D.

Session 1: Geography in the History of Islam

Materials

- A copy of “Map Exercise 1—Geographic Challenges Facing the Diffusion of a New Religion” activity (Attachment A) for each student
- Colored pencils (optional)
- Textbooks or atlases
- Wall map, overhead transparency, or map drawn on the board

Instructional Activities

1. Introduce the new unit by explaining that students will need to know important geographic locations in order to understand the expansion and development of Islam.
2. Distribute “Map Exercise 1—Geographic Challenges Facing the Diffusion of a New Religion” activity (Attachment A) to each student, and allow time for completion.
3. Using a wall map, overhead transparency, or a map drawn out on the board, instruct students to label all of the locations from their assignment to check for understanding.

Session 2: Islamic Empire Scavenger Hunt

Materials

- “Islamic Empire Scavenger Hunt” (Attachment B or C) – NOTE: Select manual or electronic version, based on available resources.
- Access to Web or printouts of necessary information (if using Attachment B)
- Copies of scavenger hunt activity question sheet for each student
- Teacher-selected reading, worksheet, or other activity

Instructional Activities

1. Briefly explain that a new religion developed on the Arabian Peninsula in the 600s A.D. and within three centuries developed into an empire that stretched across three continents. Point out that this empire was united by the common beliefs of the Islamic religion.
2. Describe the “Islamic Empire Scavenger Hunt” presented in Attachments B or C.
 - If completing this as a computer activity (Attachment B), arrange for computer access ahead of time. Before beginning, ensure that all students know how to navigate the Web.
 - If completing the activity in class (Attachment C), gather necessary materials and distribute around the classroom. Print out pages from the Internet activity when possible or provide other materials.
3. Distribute activity question sheets for the “Islamic Empire Scavenger Hunt.” Monitor students’ progress.
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 3: A New Religion

Materials

- Transparencies or copies of “A New Religion” class notes (Attachment D) for each student
- Wall or transparency map
- Overhead projector (optional)
- Teacher-selected reading, worksheet, or other activity

Instructional Activities

1. Review the content from the previous session.
2. Instruct students to locate the Arabian Peninsula on a map. Explain to students that this is where Islam began. Have students use prior knowledge from previous sessions to discuss the geography of the Arabian Peninsula and how it influenced the Arabs. Emphasize the following:
 - People in harsh environments often develop animist faiths.
 - Mohammed forever changed that for the Muslim people by founding a monotheistic religion.
3. Display notes from Attachment D on the board or overhead. Discuss each concept, checking regularly for student understanding. (NOTE: This may take more than one session).
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 4: The Diffusion of Islam

Materials

- Copy of “Important Events in the Diffusion of Islam” (Attachment E) for each student
- Handout of jumbled timeline of events in the diffusion of Islam (optional)
- Textbooks
- Teacher-created worksheet

Instructional Activities

1. Review the content from the previous session.
2. Develop a worksheet to accompany the timeline at “Important Events in the Diffusion of Islam” (Attachment E). Questions should challenge students to review and improve on skills necessary to read and interpret timelines. An example is the following: “In what year did both the Prophet die and his followers record the Koran?”
3. Before class begins, jumble the timeline events on the board or on a handout.
4. Instruct students to look up the date when each event occurred and put the events in chronological order. This may be done as a group activity.
5. Draw a vertical or horizontal timeline on the board and instruct students to do the same on a blank sheet of paper. Ask a student to identify the first date that should be entered on the timeline related to the Islamic Empire, and confirm with the class before adding the date to the timeline. Provide guidance to assist students in arriving at the correct date. Then, ask another student to identify the last date that should be included on the timeline. Follow the same process as before. Then have students write the event next to each date. Continue the process until all dates and events have been entered.
6. Distribute the teacher-developed worksheet for completion.

Session 5: Islamic Contributions and Achievements

Materials

- “Map Exercise 2—Islamic Empire” (Attachment F)
- “Islamic Contributions and Achievements” class notes (Attachment G)
- Colored pencils
- Textbooks
- Overhead projector (optional)

Instructional Activities

1. Provide feedback on timeline worksheet (Attachment E) completed in Session 4.
2. Display notes from “Islamic Contributions and Achievements” (Attachment G) on the board or overhead. Discuss each concept, checking regularly for student understanding.
3. Lead a discussion, using the information from the timeline as well as the discussion notes.
4. Check for understanding after the discussion by asking questions such as, “Who are people of the book, and what happened to conquered polytheists?”
5. Distribute the “Map Exercise 2—Islamic Empire” (Attachment F) for completion.

Session 6: Video on the Islamic Empire

Materials

- Teacher-selected video on the Islamic Empire
- Teacher-provided video graphic organizer, essay question, or viewing guide for each student (see Paleolithic Era to Agricultural Revolution, Attachment C, “Creating a Video Viewing Guide”)

Instructional Activities

1. Assign a teacher-provided graphic organizer, essay question, or video guide sheet for students to complete while viewing the selected video.
2. Collect completed student work.
3. If time permits, lead a discussion about the information presented in the video.

Session 7: Islamic Contributions to the World

Materials

- Transparency or copies of “Islamic Contributions and Achievements” notes (Attachment G)
- Teacher-selected reading, worksheet, or other activity
- Overhead projector (optional)

Instructional Activities

1. Review content from the previous session.
2. Introduce the lesson by explaining that for the past several sessions, students have traced the history of Islam; now they will examine the contributions that Islam made to the world.
3. Continue with the notes from “Islamic Contributions and Achievements” (Attachment G) by displaying them on the board or overhead. Discuss each concept, checking regularly for student understanding. (NOTE: This lesson may take two or more sessions.)
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 8: Islam Empire Graphic Organizer

Materials

- A copy of the “Islamic Empire Graphic Organizer” (Attachment H) for each student
- Student notes
- Teacher-selected reading, worksheet, or other activity

Instructional Activities

1. Review the content from the previous session.
2. Instruct students to refer to their notes to complete the “Islamic Empire Graphic Organizer” (Attachment I).
3. Ask students to supply information for each category.
4. After the graphic organizer is completed, ask students if they have any questions.
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 9: Islamic Challenge (Review of Islam) _____***Materials***

- Islamic Challenge (Attachment I)
- Teacher created Jeopardy®-type board
- Chalkboard and chalk (or the equivalent, such as overhead or dry-erase boards)

Instructional Activities

1. Review content from the previous session.
2. Divide the students into equal teams.
3. Explain the rules established by the teacher (Attachment I).
4. Have students play the game. Be sure to clarify any areas where students have difficulty.

Session 10: Assessment

Materials

- Assessment (For sample assessment items, see Attachment J.)

Instructional Activities

1. Administer the assessment.

Attachment A: Map Exercise 1—The Geographic Challenges Facing the Diffusion of a New Religion

NOTE: Using the Internet, textbook resource materials, or a map program, locate a map that shows the Eastern Hemisphere, or more specifically all of the area from India to the Atlantic Ocean. Use the same map for Map Exercise 1 and 2, or use a physical map for one and a political map for the other. Before giving this assignment to students, make sure that the selected map contains all of the information the students will be asked to find.

1. Copy the map on one side.
2. On the other side, create a set of directions and a set of questions. The students will use the map they created to answer the set of questions.
3. Tell the students what to label. The following geographic entities should be included in this activity:
 - Places**
 - Arabia
 - India
 - Persia
 - Egypt
 - Area of Byzantine Empire at its largest
 - Spain
 - Mountains**
 - Taurus Mountains
 - Atlas Mountains
 - Caucasus Mountains
 - Pyrenees Mountains
 - Zagros Mountains
 - Deserts**
 - Arabian
 - Sahara
 - Libyan
 - Rub al'Khali
 - Bodies of Water**
 - Mediterranean Sea
 - Red Sea
 - Persian Gulf
 - Arabian Sea
 - Nile River
 - Tigris River
4. Develop questions, including those listed below, that are appropriate for students' abilities:
 - If you traveled from the Pyrenees Mountains to the Zagros Mountains, what intermediate direction did you travel?
 - What body of water separates Arabia from Egypt?
 - How wide is the Arabian Peninsula at its widest point?

Attachment B: Islamic Empire – Electronic Scavenger Hunt_____

Name _____ Date _____ WHI- _____

This assignment will provide a brief overview of the Islamic Empire. Please note that as you read through the information you will come across different spellings for the same word. This happens as various people translate the Arabic language into their own language.

Directions

Go to the following Web site: <<http://www.chesterfield.k12.va.us/~acl Clarke/islamweb/islampage.html>>. Using the information available at this Web site, answer the following questions:

Arabs, Muhammad, and Islamic Empire to 680 A.D.

1. Where did Islam begin? _____
2. The people in Arabia lived in what type of environment? _____
3. Were the people of Arabia monotheists or polytheists? _____
4. Who is the founder of Islam? _____
5. What monotheistic religions was Mohammed familiar with before creating Islam?

6. Where is Mohammed's hometown? _____
7. What did Mohammed believe would happen to people when the world ended?

8. Who delivered God's message to Mohammed? _____
9. What did Mohammed's tribal elders think about him? _____

Timeline

10. After Mohammed's death, the Rightly Guided Caliphs ruled. How many were there? _____
11. What was the capital of the Umayyad caliphate? _____
12. How long did the Umayyad dynasty rule? _____
13. Who ruled after the Umayyad caliphate? _____
14. Who ruled the Islamic Empire after 1258? _____

Islamic Geography

15. When did the Islamic empire begin to expand beyond the Arabian Peninsula? _____
16. Ibn Battuta was known as the Muslim _____.

17. Why is Ibn Battuta famous? _____

18. By translating important Greek and Roman texts and by contributing to the knowledge of the world, Islamic scholars helped provide the information, which allowed the _____ in the fifteenth and sixteenth centuries.

Islam

19. What does the word *Islam* mean? _____
20. Who are Muslims? _____
21. Name four prophets Muslims recognized? _____
22. Where do Muslims worship and on what day? _____
23. Why is Mecca a holy city to Muslims? _____
24. Why is Ramadan a scared month? _____
25. What country has the largest Muslim population? _____

Attachment C: Islamic Empire Scavenger Hunt _____

Name _____ Date _____ WHI- _____

This assignment will provide a brief overview of the Islamic Empire. Please note that as you read through the information you will come across different spellings for the same word. This happens as various people translate the Arabic language into their own language.

Directions

Quietly move to each station around the room and use the information provided to “hunt” for the answers to each question below.

Arabs, Muhammad, and Islamic Empire to 680 A.D.

1. Where did Islam begin? _____
2. The people in Arabia lived in what type of environment? _____
3. Were the people of Arabia monotheists or polytheists? _____
4. Who is the founder of Islam? _____
5. What monotheistic religions was Mohammed familiar with before creating Islam?

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Islam

19. What does the word Islam mean? _____
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21. Name four prophets Muslims recognized? _____
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24. Why is Ramadan a scared month? _____
25. What country has the largest Muslim population? _____

Attachment D: A New Religion

A Leader Emerges

- Angel Gabriel visited Mohammed and told him to “Recite in the name of the Lord!”
- Mohammed was convinced that he was chosen to spread a monotheistic religion to the Arab people and reject all tribal gods.
- Mohammed became a Muslim, “one who submits to the will of God.”
- He spread the new religion of Islam, which united people and provided a sense of purpose.

Islam – “surrender to Allah (God)”

- Beliefs
 - Islam completes the teachings of Judaism and Christianity.
 - Mohammed is the last and greatest prophet. Other prophets included
 - a. Abraham
 - b. Moses
 - c. Jesus
 - Allah, God, is the creator of heaven and earth.
 - Priests are unnecessary; Muslims communicate with God directly through prayer.
 - Koran, the Islam holy book, contains the word of God as revealed to the prophet Mohammed and should not be questioned or changed (translations are discouraged).
 - Salvation comes to those who follow a strict moral code – “Whoever strays bears the full responsibility of straying.”
 - a. No pork
 - b. No gambling
 - c. No drinking
 - d. No marriage to nonbelievers
- Five Pillars of Islam
 - Creed: “There is no God but Allah, and Mohammed is his Prophet.”
 - Prayer: Five times a day facing Mecca
 - Alms to the poor
 - Fast during Ramadan
 - Pilgrimage to Mecca for those financially and physically able.

Diffusion of Islam

- Mohammed declared a jihad, or struggle against nonbelievers.
- Islam claimed Mecca and portions of Arabia.
- Expansion continued after Mohammed’s death, but also spread through trade and travel, not just through conquest (jihad).

Division (after the Prophet’s death, over who should rule)

- Sunni – caliph chosen by Muslim leaders
- Shi’ite (Shi’a) – caliph must be a descendant of Mohammed
- Sufi – Muslim mystics (small sect)

Attachment E: Important Events in the Diffusion of Islam

570 AD	Mohammed is born.
613	Mohammed begins preaching in Mecca.
622	Hijrah (Hegira) to Medina (Yathrib) takes place.
630	Prophet (Mohammed) returns to Mecca.
632	Mohammed dies and his teachings are collected and recorded in the Qu'ran (Koran).
632-661	Four Rightly Guided Caliphs rule and continue expansion of Islamic empire.
661-750	Umayyad Dynasty rules; capital is moved to Damascus.
690	Dome of the Rock becomes an important monument.
711	Muslims invade Spain.
732	Muslims advance into western Europe; they are halted at the Battle of Tours.
750	Abbasid Dynasty begins (and lasts until 1255).
762	Capital moves to Baghdad.
1258	Mongols pounce on Baghdad, kill the last Abbasid ruler, and destroy the city.

Discussion Items

- Byzantine and Persian civilizations were growing weak, and the advance of the Muslims seemed unstoppable in the 600s.
- Mohammed preached a monotheistic religion, which was not accepted by the polytheistic people of Mecca. In fear for his life and that of his followers, he fled to Medina. The hegira marks year one in the Muslim calendar.
- Mohammed declared a Jihad, struggle against nonbelievers, which motivated Arab armies to conquer other lands. They believed that if they died in a Jihad, then they would be guaranteed a place in paradise. They began by expanding into Mecca. They went on to take territory throughout the Fertile Crescent, Iran, and Central Asia (facilitated by weak Byzantine and Persian Empires).
 - Expansion was possible despite great distances, desert environments, and mountain barriers.
 - The Arabic language (needed to read the Koran) spread and made trade easier across Islamic lands by improving communication.
 - Slavery was common in conquered territories, but was not based on race.
 - In conquered lands, polytheists were forced to convert, but monotheists like the Jews and Christians (people of the book) were given an option. Jews and Christians who did not convert lost their land and had to pay higher taxes. (Many polytheists willingly converted, since “All Muslims are equal before God.”)
- Islam spread into Africa, Southeast Asia, parts of India, and elsewhere through trade routes that connected to Mecca and Medina.
- Islam has three holy cities: Mecca (Kaaba and destination of pilgrimage), Medina (Hijrah), and Jerusalem (Dome of the Rock).
- Soon after the death of Mohammed, Islam divided into two major groups: Sunni and Shi'ite (Shi'a).
 - Sunni believed any pious Muslim could be chosen to rule the Islamic Empire.
 - Shi'a believed that the ruler should be a descendant of Mohammed.
- Under the Abbasid Dynasty the empire began to crumble, as Islamic rulers throughout the empire began to carve out smaller empires of their own. One such group was the Seljuk Turks, whose threats to the Byzantine Empire spurred the Crusades.

Attachment F: Map Exercise 2—The Islamic Empire

Using the Internet, textbook resource materials, or a map program, locate a map that shows the Eastern Hemisphere, or more specifically all of the area from India to the Atlantic Ocean. Use the same map for Map Exercise 1 and 2, or use a physical map for one and a political map for the other. Before giving this assignment to students, make sure that the selected map contains all of the information the students will be asked to find.

1. Copy the map on one side.
2. On the other side, create a set of directions and a set of questions. The students will use the map they created to answer the set of questions.
3. Instruct the students to annotate their map as follows:
 - Draw in and shade the lands that were conquered before Mohammed's death. **
 - Draw in and shade the lands that were conquered under the Rightly Guided Caliphs. **
 - Draw in and shade the lands that were conquered under the Umayyad Dynasty. **
 - Label the following cities:
 - Mecca
 - Medina
 - Jerusalem
 - Damascus
 - Baghdad
 - Constantinople
 - Label the following bodies of water:
 - Atlantic Ocean
 - Indus River
 - Draw a pair of swords where the Battle of Tours took place.
 - Place a "1" next to the Muslim's holiest city, a "2" next to the second holiest city, and a "3" next to the third holiest city.
 - Draw a star with a circle around it next to the capital during the Umayyad dynasty.
 - Draw a star next to the Muslim capital under the Abbasid dynasty.
4. Develop questions appropriate for students' abilities. Questions should include the following:
 - If you traveled from Mecca to Baghdad, what intermediate direction have you traveled?
 - How far is it from Damascus to Jerusalem?
 - What bodies of water bordered the Islamic Empire on the east and west?
 - Is this map a physical or political map?
 - What projection is this map?

**Depending on the level of student, consider drawing in the boundaries ahead of time and having students shade in the territories, using a particular color.

Attachment G: Islamic Contributions and Achievements

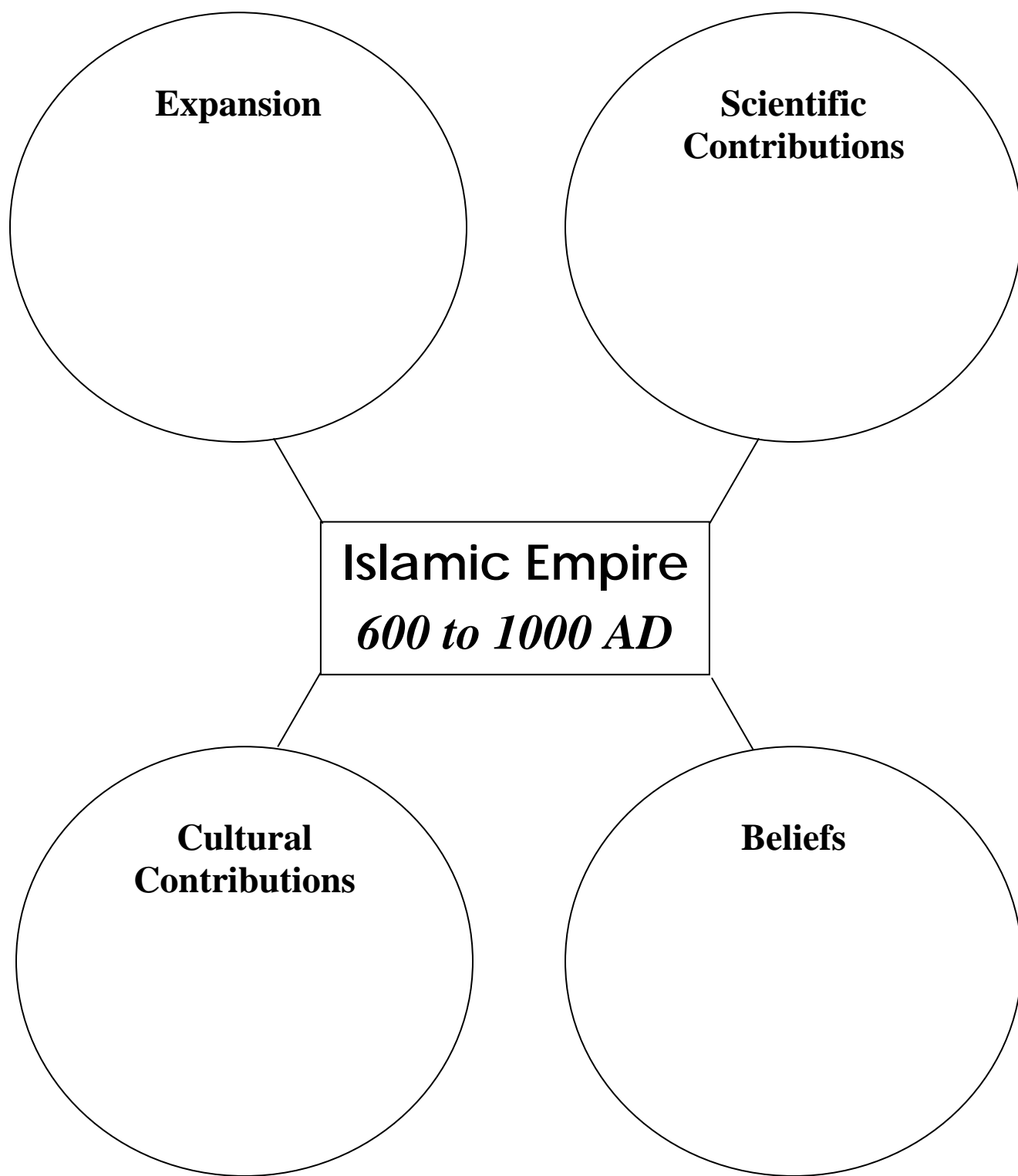
Cultural

- Architecture
 - Mosques
 - a. Domes
 - b. Minarets
 - Dome of the Rock (Jerusalem): site where Mohammed left for heaven
- Art Forms
 - Mosaics
 - Calligraphy
 - Geometric Designs
- Arabic alphabet and language
- Universities
 - Located in Cordoba, Spain, and Baghdad (House of Knowledge), much later Timbuktu, Mali
 - Preserved Greek and Roman learning while blending and improving on Persian and Indian discoveries
 - Linked by trade networks throughout the empire
 - Translated ancient texts (Greek and Roman) into Arabic
- Literature
 - Poetry: *The Rubiyat*, by Omar Khayyam
 - Cultural Collections: *A Thousand and One Arabian Nights*

Scientific

- Arabic numerals and concept of zero (adapted from India)
- Al Jabr, known today as Algebra
- Medicine
 - Blended eastern (Asian) and western (European) knowledge
 - Established hospitals and medical schools
- Expansion of geographic knowledge
 - Improved ships
 - Perfected the astrolabe
 - Made wide use of the compass (from China)
 - Made the Age of Exploration and Discovery possible

Attachment H: Islamic Empire Graphic Organizer



Attachment I: Islamic Challenge

Directions: Divide students into three teams. Students select a captain who chooses the categories and point values. Students must compete individually to gain team points. The team works together to answer the final question.

Category One – People

- 10 Who is the founder of Islam?
- 20 Who is the prophet that Muslims accept and that Christians believe redeemed their sins?
- 30 Who is the prophet that delivered the Jews out of Egypt and received the Ten Commandments?
- 40 After Mohammed's death, the Muslims divided into what two sects?
- 50 Whom does Islam regard as the first Muslim and an important prophet?

Category Two – Beliefs

- 10 How many times a day does a Muslim pray?
- 20 What city must a Muslim visit during his or her pilgrimage?
- 30 What are Muslims required to do for those less fortunate than they are?
- 40 During what holy month do Muslims fast?
- 50 State correctly the Muslim Creed.

Category Three – Geography

- 10 Where did Islam originate?
- 20 What city is important to Judaism, Christianity, and Islam?
- 30 To what city did Mohammed flee when he left Mecca?
- 40 What city became the capital of the Islamic Empire after Mohammed's death?
- 50 What city was the last capital of the Islamic Empire and was sacked by the Muslims?

Category Four – Events

- 10 A holy war or struggle on behalf of the Islamic faith is called _____.
- 20 What happened to the polytheistic peoples conquered by the Muslims?
- 30 Trade routes that crossed Mecca and Medina helped Islam spread into what part of Asia?
- 40 What battle stopped the advance of the Islamic religion into Western Europe?
- 50 The weakening of what two civilizations facilitated the advancement of the Islamic Empire?

Category Five – Contributions

- 10 What art form decorated many mosques and other buildings throughout the empire?
- 20 What famous piece of architecture did the Muslims build in Jerusalem?
- 30 What language increased trade and preserved Greek and Roman learning?
- 40 What mathematical discipline did the Muslims invent?
- 50 What two mathematical concepts are credited to the Muslims, even though the Indians created them?

Final Question

What three prophets of other religions are important to Islam?

Attachment J: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>1. The hegira marks Mohammed's flight from Mecca to A Damascus. B Baghdad. C Jerusalem. D Medina.*</p> <p>2. Which of the following is NOT one of the Pillars of Islam? A Giving charity B Fasting during Ramadan C Being baptized* D Making a pilgrimage</p> <p>3. What city is important not only to Muslims, but to Jews and Christians as well? A Mecca B Jerusalem* C Constantinople D Cairo</p> <p>4. Which of the following is true about the Koran? A It was written by Mohammed. B It has been changed over time. C It was recorded by Mohammed's followers.* D It includes the Old and New Testament.</p> <p>5. Who of the following is NOT regarded as a prophet by Muslims? A Jesus B Paul* C Abraham D Mohammed</p> <p>6. An important cultural contribution of the Muslims would be the A development of gunpowder. B preservation of ancient Greek and Roman texts.* C establishment of trade with Australia. D building of churches throughout the empire.</p> <p>7. As trade expanded in the Islamic Empire, many people adopted the Arabic language. This event would be best characterized by what term below? A Acculturation B Ethnocentrism C Diffusion * D Xenophobia</p>	<p>8. When Muslims pray, they face A the east. B Mecca.* C Jerusalem. D the nearest mosque.</p> <p>9. Which of the following represents the correct order of the Islamic dynasties from the 7th to the 13th century? A Umayyad, Abbasid, Seljuk* B Abbasid, Seljuk, Umayyad C Abbasid, Shi'ite, Sunni D Umayyad, Shi'ite, Abbasid</p> <p>10. All of the following are scientific achievements of the Muslims EXCEPT: A invention of the compass.* B Al Jabr or Algebra. C adaptation of Arabic numerals. D medicine.</p> <p>11. Where did Islam begin? A Iberian Peninsula B Africa C Arabian Peninsula* D Europe</p> <p>12. Who is the founder of Islam? A Mohammed* B Zoroaster C Gautama D Abraham</p> <p>13. What famous battle halted the spread of Islam into western Europe? A Hastings B Tours * C Salamis D Agincourt</p> <p>14. At its height, the Islamic empire expanded from A east Asia to Europe. B the Indus River Valley to the Atlantic Ocean.* C the Nile River Valley to the Pacific Ocean. D west Africa to Scandinavia.</p> <p>15. Where did traders and merchants spread Islam? A Northern Europe B Southeast Asia* C Australia D America</p>
--	--

Select one or more of the following as part of the student assessment:

- 16. Find or create a map, and have students identify important cities and geographical features.**
- 17. Make up analogies about Islam and other religions, and leave a blank for students to complete the analogy.**
- 18. Add a timeline, and have students answer questions using the timeline.**
- 19. Create a map that shows trade in the Islamic Empire, and develop questions related to the map.**

Organizing Topic

Europe during the Middle Ages 500 to 1000 A.D.

Standard(s) of Learning

- WHI.9 The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 A.D. in terms of its impact on Western civilization by
- a) sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe;
 - b) explaining the structure of feudal society and its economic, social, and political effects;
 - c) explaining the rise of Frankish kings, the Age of Charlemagne, and the revival of the idea of the Roman Empire;
 - d) sequencing events related to the invasions, settlements, and influence of migratory groups, including Angles, Saxons, Magyars, and Vikings.

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

Skills (to be incorporated into instruction throughout the academic year)

Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.

Identify major geographic features important to the study of world history.

Identify and compare political boundaries with the location of civilizations, empires, and kingdoms.

Analyze trends in human migration and cultural interaction.

Content

Explain that the Roman Catholic Church grew in importance after Roman authority declined. It became the unifying force in western Europe.

Explain that during the Middle Ages, the Pope anointed the Holy Roman Emperors, missionaries carried Christianity to the Germanic tribes, and the Church served the social, political, and religious needs of the people.

Summarize the foundations of early medieval society, using the following information as a guide:

- Classical heritage of Rome
- Christian beliefs
- Customs of Germanic tribes

Summarize the influence of the Roman Catholic Church, using the following information as a guide:

- Roman authority declined, while church authority grew.
- Monasteries preserved Greco-Roman cultural achievements.
- Missionaries carried Christianity and Latin alphabet to Germanic tribes.
- Pope anointed Charlemagne Holy Roman Emperor in 800 A.D.
- Parish priests served religious and social needs of the people.

Explain that the decline of Roman influence in Western Europe left people with little protection against invasion, so they entered into feudal agreements with land-holding lords who promised them protection.

Explain that invasions shattered Roman protection over the Empire.

Describe the feudal society during the Middle Ages, using the following information as a guide:

- Fief
- Vassals
- Serfs
- Feudal obligations

Explain how the medieval manor functioned as a social and economic system, using the following information as a guide:

- Rigid class structure
- Self-sufficient manors

Explain that Frankish kings used military power to expand their territory.

Explain that the alliance between Frankish kings and the church reestablished Roman culture in Western Europe.

Explain the Age of Charlemagne and how he revived the idea of the Roman Empire, using the following information as a guide:

- Franks emerged as a force in Western Europe.
- Pope crowned the Emperor of the Holy Roman Empire.
- Power of the church was established in political life.
- Roman culture was revived.

Explain that invasions by Angles, Saxons, Magyars, and Vikings disrupted the social, economic, and political order of Europe.

Describe the areas of settlement of the Angles, Saxons, Magyars, and Vikings, using the following information as a guide:

- Angles and Saxons from continental Europe to England
- Magyars from Central Asia to Hungary
- Vikings from Scandinavia to Russia

Summarize the influence of the invasions of the Angles, Saxons, Magyars, and Vikings on the development of Europe, using the following information as a guide:

- Manors with castles provided protection from invaders, reinforcing the feudal system.
- Invasions disrupted trade, towns declined, and the feudal system was strengthened.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Einhard: The Life of Charlemagne.” *Internet Medieval Sourcebook*. Fordham University.

<<http://www.fordham.edu/halsall/basis/einhard.html>>. This site provides information on Charlemagne and medieval history.

“The Magyars.” North Park University.

<<http://campus.northpark.edu/history/WebChron/EastEurope/Magyars.html>>. This site provides information on the history and culture of the Magyars.

“Middle Ages.” Annenberg/CPB. <<http://www.learner.org/exhibits/middleages/>>. This site provides information on the various aspects of life during the Middle Ages.

“Evolution of Alphabets.” University of Maryland. <<http://www.wam.umd.edu/~rfradkin/latin.html>>. This site provides information on the evolution of the Latin character set.

“The Vikings” Public Broadcasting Service. <<http://www.pbs.org/wgbh/nova/vikings/>>. This site contains historical and cultural information on the Vikings, including video clips, interactive sites for students, and other resources.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for World History I. Virginia Department of Education 2003/04. <http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wh1-1.pdf>.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning. World History and Geography to 1500 A.D. Test Blueprint. Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint7WHI.pdf>>. This site provides assessment information for World History and Geography to 1500 A.D.

Session 1: Introduction to the Middle Ages

Materials

- Textbook
- Preferred teacher materials
- Teacher-developed notes
- Geographic outline of locations for Early Middle Ages events
- “Early Middle Ages Vocabulary” (Attachment A)

Instructional Activities

1. Instruct students to copy down the variations of names for this time period in history. Include the Middle Ages, Medieval Times, Dark Ages, and the Age of Faith. The Age of Invasions may also be used.
2. Conduct a brainstorming activity. Ask students what comes to mind when they hear the words *Middle Ages*. Ask them to write three to five words or phrases that they might think of. To help get them started, remind them that they can include names of people or places, words or terms, movie titles or characters, and things they might have learned in other classes.
3. Record student responses on the overhead. Correct students only if an item they mention does not fall during the Early or Late Middle Ages. Instruct students to add their classmates' items to their own list.
4. Begin discussing the unit, using notes you developed from the text and other resources. Include a discussion of the foundations of early medieval society: the fall of Rome, the rise of Christianity, and the customs of the Germanic tribes. Include a geographic outline of locations where the events of the Early Middle Ages take place.
5. Assign a teacher-selected reading from the student text or other available resource. The assignment should include “Early Middle Ages Vocabulary” terms to define. (Attachment A)

Session 2: The Age of Faith

Materials

- “Early Middle Ages Vocabulary” (Attachment A)
- Textbook
- Preferred teacher materials to review previous lesson
- Notes on “The Age of Faith,” the growth of the Catholic Church, and the concept of “Christendom”
- Teacher-selected reading with questions

Instructional Activities

1. Review the introductory vocabulary from the previous session. Question students to determine their understanding. Ask why the term “The Age of Faith” accurately describes the time period.
2. Check and discuss any previous assignment. Using an open-note quiz, oral questioning, or oral reviews are some ways to check completion.
3. Discuss notes that apply to “The Age of Faith,” the growth of the Catholic Church, and the creation of the concept of “Christendom.”
4. Assign a reading that reinforces the concepts discussed in class and includes questions the student can answer using either class notes or the reading.

Session 3: The Age of Charlemagne

Materials

- Textbook
- Preferred teacher resources
- Overheads or pictures of Charlemagne
- Notes on the Age of Charlemagne, including information on Charlemagne's personality and accomplishments
- Primary source readings about Charlemagne
- Teacher-selected worksheet, reading, or other activity

Instructional Activities

1. Begin the class by reviewing the content from previous sessions.
2. Begin a discussion of Charlemagne by asking students why and how someone gets to be known in history as "the Great." Provide examples such as Alexander and Ramses II, as well as others students may have studied. Ask what characteristics these people share. (Responses should include military skill, leadership ability, long lasting accomplishments, and similar traits). Then ask what can be assumed about Charlemagne's reign and/or personality.
3. Show a picture of Charlemagne and discuss notes on him that includes his personality, accomplishments, and the Age of Charlemagne.
4. Introduce a primary source reading about Charlemagne that can be found in most texts or primary source supplements. Read and discuss it with students.
5. Assign a teacher-selected worksheet, reading, or other reinforcement activity.

Session 4: The Viking Invaders

Materials

- Textbook
- Preferred teacher resources
- Teacher-selected quotation about Vikings (see #2, below)
- Overhead maps of Viking raids and settlements
- Notes on Viking history
- Teacher-selected reading, worksheet, or other activity

Instructional Activities

1. Review content from the previous assignment.
2. Display a quotation about the Vikings by someone from the time period. Ideally, it should describe a Viking attack but not mention Vikings by name, rather referring to them as “pagans” or barbarians.” Ask students to guess who is being described in the passage.
3. Use a map from the text or other source to show the Viking homeland and invasion routes throughout Europe. The map may also include invasion routes of the Muslims and Magyars, as they all were active during the Age of Invasions 800-1000 A.D. Explain that the Vikings were different from other invaders primarily because they came by ship and were difficult to defend against.
4. Discuss notes on Viking history.
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity.

Session 5: Introduction to Feudalism and Feudal Manors

Materials

- Textbook
- Preferred teacher materials
- Notes on the duties of lords, vassals, and/or serfs, and the concept of mutual obligation for mutual benefit
- Primary source materials on the feudal contract and investiture
- Drawing of a manor in text or on overhead
- A copy of “Manors of the Early Middle Ages Essay” (Attachment D) for each student
- Vocabulary list (see #6, below)

Instructional Activities

1. Review content from previous sessions.
2. Provide students with a definition of *feudalism* that reflects its overall importance as a political, military, economic, and social system based on the holding of land.
3. Display a picture of a manor and ask students to study it and then complete the following activity:
 - Distribute the “Manors of the Early Middle Ages Essay” handout (Attachment D), and instruct students to complete steps 1, 2, and 3. They should include only things they see on a manor in step 2, and actions they observe occurring on a manor in step 3. Prompt students, if necessary, to remark on how nearly everything is provided for and that the manor is self-sufficient.
4. Have students complete step 4 by creating a topic sentence that reflects their understanding of how a manor is self-contained. If desired, students can then complete steps 5 and 6 by writing supporting facts for their topic sentence and then composing an expository essay on “Manors of the Early Middle Ages” either in class or for homework.
5. Provide for students a primary source example of a contract between a lord and his vassal or other description of the duties and obligations of lords, vassals, and/or serfs. Discuss with students the concept of mutual obligation for mutual benefit.
6. Assign for homework the following list of vocabulary words that they should define, using their textbook reading: *lord, vassal, knight, serf, peasant, fief, aid, and investiture*.

Session 6: Hierarchy of the Feudal System

Materials

- Vocabulary list from Session 5
- Textbook
- Preferred teacher resources
- Teacher-selected reading or worksheet on the feudal system

Instructional Activities

1. To begin class, ask students to write an explanation of how the feudal system linked lords and vassals. Instruct them to include all the words from their homework list. Depending on the level of the students, ask that this be completed in as few sentences as possible.
2. Instruct students to diagram the Feudal Pyramid that shows the hierarchy of the classes in a feudal society. They may find an example in their text to copy. They should use appropriate symbols to represent a king, greater lords, lesser lords, knights, peasants, and serfs. Instruct them to identify which classes would be considered vassals.
3. Assign students to groups of three. Assign each member to portray a lord, a vassal, or a serf. Instruct the group to create and write a short skit that describes the relationship among these three individuals. They could include an investiture ceremony, a conversation on the daily events on a manor, or a situation involving a marriage, a crime, or the fulfillment of an obligation. If time permits, ask for volunteers to act out their play.
4. For homework, assign a culminating reading or worksheet on the feudal system that reviews the concepts of the past two lessons.

Session 7: Timeline of the Early Middle Ages _____

Materials

- Textbook
- Preferred teacher resources
- A copy of the “Early Middle Ages Timeline Worksheet” (Attachment B) for each student
- A copy of the “Early Middle Ages Timeline” (Attachment C) for each student
- Copies of blank outline map of Europe
- List of events of the Early Middle Ages
- List of places to identify
- Overhead projector (optional)

Instructional Activities

1. Discuss and provide feedback if homework included written work.
2. Distribute the “Early Middle Ages Timeline Worksheet” (Attachment B). Provide students with a list of events of the Early Middle Ages without dates. Instruct them to look up the events in their text or other source, find the date, and fill in the worksheet blanks with the correct events. Discuss the dates and events to be sure that students have filled in their worksheets correctly. Then distribute the “Early Middle Ages Timeline” (Attachment C), and have students transfer the events from their worksheets to the appropriate places on the timeline.
3. Have the students pick five or six of the events to annotate with a simple icon or symbol that represents that event.
4. Next, provide students with a blank map of Europe and a list of places and bodies of water (either on the board or overhead) that they should label correctly on the map. Tell them that they will be graded on neatness, accuracy, and completeness. As they label the map, students should recall appropriate places from previous lessons related to this time period and label those places as well (e.g., the Mediterranean Sea, Italy, Asia, and Africa).
5. Ask students to provide a title for their map and a key that includes a color code for water, cities, and boundaries of empires and territories.
6. Instruct students to study the map for next session, in preparation for a quiz that requires them to identify numbered places on a map of Europe.

Session 8: Review of Early Middle Ages

Materials

- Textbook
- Preferred teacher resources
- A copy for each student or overhead of Early Middle Ages map quiz (see #2, below)

Instructional Activities

1. Review the content from the previous session.
2. Distribute to students or put on the overhead a map quiz of Europe with various places identified only with a number. Ask students to provide the name of the place on their own paper. Depending on the level of the students, you may or may not want to provide a word bank to choose from. After all papers are turned in, review the correct names of the places with the class.
3. Conduct a review of vocabulary and concepts from the unit. One way to do this is to pair up students and ask them to create a ten-question quiz that includes several types of questions on the Early Middle Ages. For example, some true/false, multiple choice, fill in the blank, matching, and one essay. Students may use their text, notes, worksheets and other readings to develop their quiz. They should NOT put the answers on the paper.
4. When a pair is finished, instruct them to switch their paper with another pair and have them answer the other pair's questions. Return papers to the original pair for checking.
5. Homework should be to study for the Early Middle Ages test, scheduled for Session 9.

Session 9: Assessment

Materials

- Assessment (For sample assessment items, see Attachment E.)

Instructional Activities

1. Before assessing student understanding of the Early Middle Ages, discuss any final questions they may have about concepts or vocabulary. Prompt students with questions if necessary.
2. Administer the assessment.

Attachment A: Early Middle Ages Vocabulary

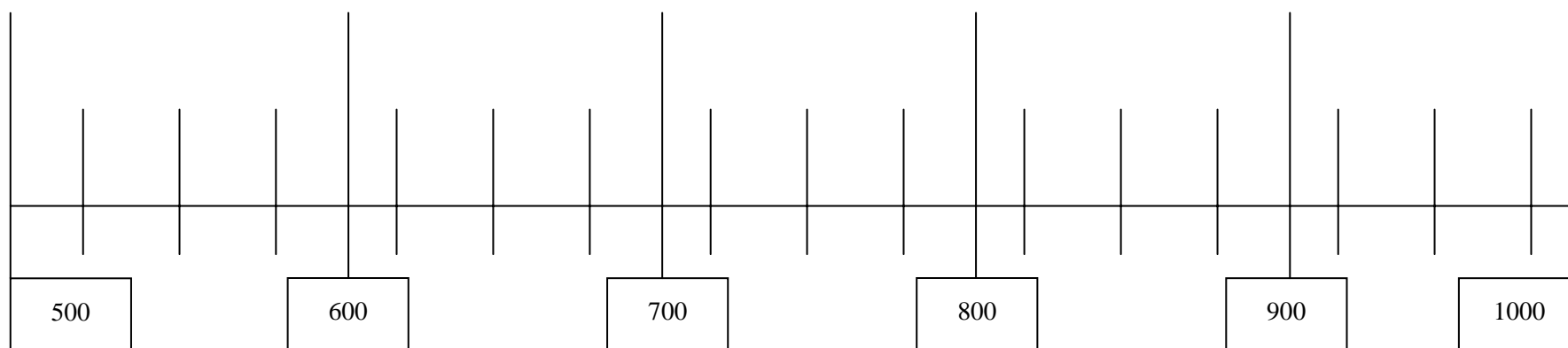
VOCABULARY	PEOPLE/GROUPS	PLACES
medieval	Patrick	Rome
Dark Ages	Clovis	Constantinople
monastery	Benedict	Papal States
abbot	Scholastica	England
monk	Gregory I	Spain
christendom	Carolingian	Byzantine Empire
knight	Merovingian	Aschen
count	Franks	Normandy
missi dominici	Charles Martel	Ireland
Treaty of Verdun	Pepin the Short	Iceland
feudalism	Charlemagne	Scandinavia
lord	Vikings	
manor	Eric the Red	
vassal	Leif Ericson	
investiture		
fief		
serf		
aid		
clergy		
Age of Faith		
longship		

Attachment B: Early Middle Ages Timeline of Events _____

In column 2 below, have students write the Early Middle Ages events that correspond with the dates in column 1.

DATE (A.D.)	IMPORTANT EVENT IN THE EARLY MIDDLE AGES
496	
511	
540	
590	
732	
754	
768	
793	
800-1000	
800	
843	
846	
886	
900	
911	
982	
1000	

Attachment C: Early Middle Ages Timeline _____



Attachment D: "Manors of the Early Middle Ages Essay" _____

Name _____

Date _____

Directions: Follow each step listed below.

1. Look at the picture or photograph.**2. Make a list of what you see (things).**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

3. Make a list of what is happening (people/action):

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

4. Create a topic sentence:

5. Write supporting sentences.

1. _____
 2. _____
 3. _____
-

6. Write an essay with the title "Manors of the Early Middle Ages" on a separate piece of paper.

Attachment E: Sample Assessment Items

Asterisk () indicates correct answer.*

Discussion/Essay

Support the following statement with details:

- 1. “Throughout the Early Middle Ages, the Church acted as the strongest civilizing influence in western Europe.”**

RUBRIC:

The student response included the following information:

- _____ correct use of the term “Age of Faith”
- _____ conversion of Clovis, Vikings, other barbarians
- _____ role of monasteries and monks in preserving manuscripts, opening schools, acting as secretaries and biographers.
- _____ the role of Pope Gregory I in promoting the spiritual kingdom of Christendom
- _____ the church as the only institution to survive the fall of the Roman Empire

- 2. Discuss the feudal system of the Early Middle Ages. Define feudalism, and describe the duties of lords, vassals, and serfs.**

RUBRIC:

The student response included the following information:

- _____ definition of feudalism that includes explanations of it as a military, political, and economic system that was based on the holding of land and which replaced the Roman Empire after it fell
- _____ explanation of the relationship between lords, vassals, and serfs
- _____ correct use of terms such as manor, fief, aid

Multiple Choice

- 3. Which of the following terms does NOT belong on this list?**
- A Middle Ages
 - B Medieval Europe
 - C The Renaissance*
 - D The Age of Faith
- 4. The Early Middle Ages took place during the years**
- A 200-500.
 - B 500-600.
 - C 500-1000.*
 - D 1000-1500.

- 5. Which of the following was NOT a factor in shaping this time period?**

- A The Eastern Orthodox Church *
- B Customs of barbarian tribes
- C Roman heritage
- D Roman Catholic Church

- 6. Although the eastern half of the former Roman Empire thrived as the Byzantine Empire, the western half was controlled by many different groups of**

- A Turks.
- B Barbarians.*
- C Muslims.
- D Pagans.

- 7. Charlemagne, King of the Franks, was also known as**

- A Carolus Magnus.
- B Charles the Great.
- C Holy Roman Emperor.
- D All of the above.*

- 8. Charlemagne was known for many things including**

- A his attack on the Pope.
- B ruling over a very small kingdom.
- C the importance he placed on education. *
- D his short stature.

- 9. From about 800-1000, Europe was raided by groups from the north called the**

- A Muslims.
- B Huns.
- C Vikings.*
- D Vandals.

- 10. The Norse raiders also made settlements in all of the following places EXCEPT**

- A North Africa.*
- B Newfoundland.
- C Normandy.
- D Iceland.

- 11. Which of the following describes a manor?**

- A A small, self-sufficient community in the feudal system *
- B Land owned by peasants
- C Communities where monks lived in poverty and worshipped God
- D The lands around Rome that were controlled by the Pope

12. Which of the following people could NOT be vassals of a lord?

- A Knights
- B Serfs *
- C Women
- D Bishops

Matching

Match the term on the left with its definition from the column on the right.

- | | |
|-----------------------------------|---|
| 13. _____ investiture | a. agreement that divided Charlemagne's empire |
| 14. _____ clergy | b. a piece of land given to a vassal |
| 15. _____ papal states | c. symbolic gesture representing the granting of land |
| 16. _____ Treaty of Verdun | d. officials of the Church |
| 17. _____ fief | e. lands belonging to the Pope |

Match the person on the left with a description from the column on the right.

- | | |
|---------------------------------|---|
| 18. _____ Patrick | a. Viking explorer who sailed to what is now Newfoundland |
| 19. _____ Clovis | b. missionary who established Christianity in Ireland |
| 20. _____ Benedict | c. defeated the Muslims at the Battle of Tours ("the Hammer") |
| 21. _____ Charles Martel | d. Frankish king who converted to Christianity |
| 22. _____ Leif Ericson | e. created a set of rules for monastic life |

Organizing Topic

Eastern Hemisphere

Standard(s) of Learning

- WHI.10 The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by
- a) locating major trade routes;
 - b) identifying technological advances and transfers, networks of economic interdependence, and cultural interactions;
 - c) describing Japan, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture;
 - e) describing east African kingdoms of Axum and Zimbabwe and west African civilizations of Ghana, Mali, and Songhai in terms of geography, society, economy, and religion.

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

Skills (to be incorporated into instruction throughout the academic year)

Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.

Identify major geographic features important to the study of world history.

Identify and compare political boundaries with the location of civilizations, empires, and kingdoms.

Content

Explain that during the Medieval Period, several major trading routes developed in the Eastern Hemisphere. These trading routes developed among Europe, Africa, and Asia.

List the major trade routes in the Eastern Hemisphere from 1000 to 1500 A.D., using the following information as a guide:

- Silk roads across Asia to the Mediterranean basin
- Maritime routes across the Indian Ocean
- Trans-Saharan routes across North Africa
- Northern European links with the Black Sea
- Western European sea and river trade
- South China Sea and lands of Southeast Asia

Explain that regional trade networks and long-distance trade routes in the Eastern Hemisphere aided the diffusion and exchange of technology and culture between Europe, Africa, and Asia.

Explain how trade facilitated the diffusion of goods and ideas among different cultures, using the following information as a guide:

Goods

- Gold from West Africa
- Spices from lands around the Indian Ocean
- Textiles from India, China, the Middle East, and later Europe
- Porcelain from China and Persia

Technology

- Paper from China through the Muslim world to Byzantium and Western Europe
- New crops from India (e.g., for making sugar)
- Waterwheels and windmills
- Navigation—Compass from China, lateen sail from Indian Ocean

Ideas

- Spread of religions across the hemisphere
 - Buddhism from China to Korea and Japan
 - Hinduism and Buddhism from India to Southeast Asia
 - Islam into West Africa, Central and Southeast Asia
- Printing and paper money from China

Explain that Japanese cultural development was influenced by proximity to China.

Summarize the influence of geography on Japan's development, using the following information as a guide:

- Mountainous Japanese archipelago (four main islands)
- Sea of Japan or East Sea between Japan and Asian mainland
- Proximity to China and Korea

Explain how Chinese culture influenced Japan, using the following information as a guide:

- Writing
- Architecture
- Buddhism

Explain that Shinto and Buddhism coexisted as religious traditions in the Japanese culture.

Summarize the Shinto traditions, using the following information as a guide:

- Ethnic religion unique to Japan
- Importance of natural features, forces of nature, and ancestors
- State religion; worshipping the emperor
- Coexistence with Buddhism

Explain that African civilizations developed in sub-Saharan west and east Africa.

Zimbabwe

- Location relative to the Zambezi and Limpopo rivers and the Indian Ocean coast
- City of "Great Zimbabwe" as capital of a prosperous empire

West African kingdoms

- Location of Ghana, Mali, Songhai empires relative to Niger River and the Sahara
- Importance of gold and salt to trans-Saharan trade
- City of Timbuktu as center of trade and learning
- Role of animism and Islam

Explain that states and empires flourished in Africa during the medieval period, including Ghana, Mali, and Songhai in West Africa, Axum in east Africa, and Zimbabwe in southern Africa.

Explain that trade brought important economic, cultural, and religious influences to African civilizations from other parts of the Eastern Hemisphere.

Identify the characteristics of civilizations in sub-Saharan Africa during the medieval period, using the following information as a guide:

Axum

- Location relative to the Ethiopian Highlands and the Nile River
- Christian kingdom

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Accounts of Meröe, Kush, and Axum, c. 430 BCE - 550 CE.” *Internet Ancient History Sourcebook*.
<<http://www.fordham.edu/halsall/ancient/nubial.html>>. This site provides information on Kush and Axum through accounts from classical sources.

“Ancient Japan.” Washington State University. <<http://www.wsu.edu/~dee/ANCJAPAN/CREAT.HTM>>. This site provides links to Shinto creation stories.

Churchill, Robert. “Ancient Japan.” *Handbook for the Study of Eastern Literatures*. Creighton University.
<<http://mockingbird.creighton.edu/english/worldlit/wldocs/churchill/japan.htm>>. This site provides information about the prehistory and history of ancient Japan.

“Civilizations in Africa: Axum.” Washington State University.
<<http://www.wsu.edu:8080/~dee/CIVAFRCA/AXUM.HTM>>. This site provides information on the history, religion, and commerce of Axum.

“Empires of the Western Sudan: Songhai Empire.” The Metropolitan Museum of Art.
<http://www.metmuseum.org/toah/hd/sghi/hd_sghi.htm>. This site provides a map of the empire of the Western Sudan to include the Songhai Empire.

“First Instance of Black Death in Europe and Asia, 1333-1369.” *Decameron Web*. Brown.
<http://www.brown.edu/Departments/Italian_Studies/dweb/images/maps/decworld/plaguetraderoutes.jpg>. This site provides a map of trade routes and the spread of Black Death in Europe.

“Kokugaku: Japanese Studies, Native Studies.” Washington State University.
<<http://www.wsu.edu:8080/~dee/TOKJAPAN/KOKUGAKU.HTM>>. This site provides information on Japanese studies, including the history of Japan.

“Mali: Ancient Crossroads of Africa.” Prince William County. <<http://mali.pwnet.org/>>. This site provides a Web site devoted to the study of Mali, designed for the Virginia Department of Education.

“Teaching Comparative Religion through Art and Architecture: Sacred Spaces in Shinto.” University of California at Berkeley. Office of Resources for International and Area Studies.
<http://ias.berkeley.edu/orias/visuals/japan_visuals/shinto.htm>. This site provides information on the Shinto religion, with emphasis on religious shrines.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for World History I. Virginia Department of Education 2003/04.
<http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wh1-1.pdf>.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning. World History and Geography to 1500 A.D. Test Blueprint. Virginia Department of Education, 2003/04.
<<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint7WHI.pdf>>. This site provides assessment information for World History and Geography to 1500 A.D.

The World Factbook. U.S. Central Intelligence Agency. <<http://www.cia.gov/cia/publications/factbook/>>. This site provides information on nations of the world.

“The World in the 15th Century.” *Modern World History* A. Montgomery Country Public Schools.

<<http://www.mcps.k12.md.us/curriculum/socialstd/MWH/1102.html>>. This site provides information on the physical and cultural characteristics of Songhai.

Yamashita, Samuel Hideo. “Teaching about Japan.” UCLA Center for East Asian Studies.

<<http://www.isop.ucla.edu/eas/japan/classical/overview.htm>>. This site provides information on classical Japan.

“Zimbabwe.” Michigan State University.

<<http://globaledge.msu.edu/ibrd/CountryHistory.asp?CountryID=153&RegionID=5>>. This site provides current information and relevant statistics on Zimbabwe. For similar data on other countries, see “Jump to” and the pull-down menu.

Session 1: Geography of the Eastern Hemisphere

Materials

- Blank maps of the Eastern Hemisphere
- Atlas and/or other geographical resources

Instructional Activities

1. Ask students what continents are in the Eastern Hemisphere. Gauge knowledge of hemispheres by students' responses.
2. If necessary, conduct a brief review of the Western Hemisphere/Eastern Hemisphere. Explain that the next session will examine civilizations in the Eastern Hemisphere.
3. Distribute blank maps of the Eastern Hemisphere containing major bodies of water and mountain ranges. Instruct students to examine the maps and select the best land/water route from a teacher-selected point in Europe to a point in Asia. Remind students that the mode of transportation is by horse or on foot. Allow a few minutes for students to develop their routes and trace them on the maps. Encourage students to use an atlas or other available resources to identify climate and animal obstacles that may be encountered during their journey. (NOTE: This activity can be done in groups of 3 or 4 students or individually.)
4. Ask students to determine how long their journey will be in distance over land and then over water. Instruct students to estimate how long the journey may be by foot, horseback, or boat.
5. Ask several students to share their trip information.

Session 2: The Effects of Trade on Culture and Language _____

Materials

- Teacher-selected reading, worksheet, or other activity

Instructional Activities

1. Review content from the previous session.
2. Explain that trade among different groups contributes to a diffusion of culture and language and can promote positive or negative interactions between cultures. Discuss the aspects of this interaction. How may trade benefit a culture? What disadvantages may result from trading with other cultures?
3. Explain that students will examine the major trade patterns of the Eastern Hemisphere from 1000 to 1500 A.D.
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources

Session 3: Trade Routes in the Eastern Hemisphere

Materials

- Copy of a map of the Eastern Hemisphere to each student
- Display map of trade routes (see list of routes at #2, below)
- Teacher-prepared class notes on Eastern trade routes
- Overhead projector (optional)

Instructional Activities

NOTE: The following Web resource may be helpful in teaching this session:

- “First Incidence of Black Death in Europe and Asia, 1333-1369.”
<http://www.brown.edu/Departments/Italian_Studies/dweb/images/maps/decworld/plaguetraderoutes.jpg>.

1. Review content from previous sessions.
2. Distribute a map of the Eastern Hemisphere to students. Display a map of the following trade routes and instruct students to transfer them to their map, creating a map legend to identify each route:
 - Silk roads across Asia to the Mediterranean basin
 - Maritime routes across the Indian Ocean
 - Trans-Saharan routes across North Africa
 - Northern European links with the Black Sea
 - Western European sea and river trade
 - South China Sea and land to Southeast Asia

NOTE: The Web site listed above may be of assistance in identifying the trade routes in Europe and Asia during the 14th century.

3. Present and discuss class notes about Eastern trade routes, as needed. (Display notes on the board or overhead, or distribute as a handout.)
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 4: Goods, Technology, and Ideas Passed along the Trade Routes _____

Materials

- Overheads of the maps completed over the first three sessions
- Teacher-prepared quiz of selected locations from recent maps and/or notes from Session 3

Instructional Activities

1. Review content covered to this point in the unit.
2. Distribute a blank map of the Eastern Hemisphere to students or, if used in a previous session, instruct students to use the map on which they traced trade routes.
3. Instruct students to annotate their map to reflect goods, technology, and ideas that traveled along the various trade routes. They should develop or add to their map legend to reflect the following information (displayed on the overhead or distributed as a handout):
 - **Goods**
 - Gold from West Africa
 - Spices from lands around the Indian Ocean
 - Textiles from India, China, the Middle East, and later Europe
 - Porcelain from China and Persia
 - **Technology**
 - Paper from China through the Muslim world to Byzantium and Western Europe
 - New crops from India (e.g., for making sugar)
 - Waterwheels and windmills
 - Navigation: Compass from China, lateen sail from Indian Ocean
 - **Ideas**
 - Spread of religions across the hemisphere
 - a. Buddhism from China to Korea and Japan
 - b. Hinduism and Buddhism from India to Southeast Asia
 - c. Islam into West Africa, Central and Southeast Asia
 - Printing and paper money from China
4. Administer a teacher-prepared quiz on selected locations from recent maps and notes.

Session 5: Art Project on Goods, Technology, and Ideas along the Trade Routes_____***Materials***

- Art supplies for all students
- Research materials such as history books with pictures, periodicals, and/or Internet resources
- Teacher-selected reading, worksheet, or other activity

Instructional Activities

1. Review the content covered to this point in the unit.
2. Instruct students to use the information from the previous session to develop a picture, poster, learning cube, children's story book, crossword puzzle, flashcards, or chart that reflects the various products, technologies, and ideas passed along the trade routes, along with the countries from which they came. Provide resource material in the classroom to assist students.
3. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 6: Cultural Contributions of the Japanese and Chinese _____***Materials***

- Large display map of Japan
- Teacher-prepared class notes on the basic geography and climate of Japan
- A copy of a map of the Far East for each student
- Teacher-provided class notes on the history of Japan (see #4, below)
- Pictures that reflect Chinese contributions to Japanese culture
- Overhead projector
- Teacher-selected reading, worksheet, or other activity

Instructional Activities

NOTE: The following Web resources may be helpful in teaching this session:

- “Teaching about Japan.” <<http://www.isop.ucla.edu/eas/japan/classical/overview.htm>>.
- “Kokugaku: Japanese Studies, Native Studies.”
<<http://www.wsu.edu:8080/~dee/TOKJAPAN/KOKUGAKU.htm>>.
- “Ancient Japan.” <<http://mockingbird.creighton.edu/english/worldlit/wldocs/churchill/japan.htm>>.

1. Review the content covered to this point in the unit.
2. Ask students to share what they know about Japan’s location and culture. Record their responses on an overhead transparency.
3. Display a map of Japan and describe the basic geography and climate of Japan. Distribute a map of the Far East. Instruct students to label Japan, surrounding countries, and major bodies of water.
4. Provide a brief background on Japanese history and the influence of China on the culture. Include the contribution of Chinese writing, architecture, and Buddhism. Provide pictures to demonstrate Chinese influence on Japanese culture. NOTE: The Web sites listed above may be of assistance in locating information on Japanese history and the influence of China on Japanese culture.
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 7: The Shinto Religion

Materials

- Class notes on Shinto (see bolded text in Instructional Activities below)
- Overhead projector (optional)
- Teacher-selected reading, worksheet, or other activity

Instructional Activities

NOTE: The following Web resources may be helpful in teaching this session:

- “Ancient Japan.” <<http://www.wsu.edu/~dee/ANCJAPAN/CREAT.htm>>.
- “Teaching Comparative Religion through Art and Architecture.” <http://ias.berkeley.edu/orias/visuals/japan_visuals/shinto.htm>.

1. Review the content covered to this point in the unit.
2. Display the following on the board or overhead:
 - **Shinto**
 - **Ethnic religion unique to Japan**
 - **Importance of natural features, forces of nature, and ancestors**
 - **State religion; worship of the emperor**
 - **Coexistence with Buddhism**
3. Conduct a brief discussion on Shinto. The Web sites listed above may be of assistance in locating supplementary information on Shinto.
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 8: Sub-Saharan African Civilizations

Materials

- Class notes on sub-Saharan African civilizations (see bolded text in Instructional Activities below)
- Blank map of Africa

Instructional Activities

NOTE: The following Web resources may be helpful in teaching this session:

- “Civilizations in Africa: Axum.” <<http://www.wsu.edu:8080/~dee/CIVAFRCA/AXUM.htm>>.
- “Accounts of Meröe, Kush, and Axum, c. 430 BCE - 550 CE.” <<http://www.fordham.edu/halsall/ancient/nubia1.html>>.

1. Review with students the content covered to this point in the organizing topic.
2. Put the following notes on the board or overhead:
 - **African civilizations developed in sub-Saharan west and east Africa.**
 - **Trade brought important economic, cultural, and religious influences to African civilizations from other parts of the Eastern Hemisphere.**
 - **States and empires flourished in Africa during the medieval period, including Ghana, Mali, and Songhai in west Africa, Axum in east Africa, and Zimbabwe in southern Africa.**
3. Explain that over the next few sessions, students will study about these African civilizations. Distribute a blank map of Africa. Instruct students to attach this map to their notes for reference during the discussion of the African civilizations.
4. Use a map of Africa to indicate the location of the Axum kingdom. Provide a brief background of this kingdom. Ensure students understand that Axum was a Christian kingdom. The Web sites listed above may be of assistance in locating information on the Axum kingdom.
5. Instruct students to reflect the location of the Axum kingdom on their maps.
6. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 9: Zimbabwe

Materials

- Teacher-prepared class notes on the current country of Zimbabwe
- Class notes on the location of the civilization of Zimbabwe (see bolded text in Instructional Activities below)
- Large map of Africa
- Individual student maps of Africa
- Teacher-selected reading, worksheet, or other activity
- Overhead projector (optional)

Instructional Activities

NOTE: The following Web resources may be helpful in teaching this session:

- *The World Factbook*. <<http://www.cia.gov/cia/publications/factbook/geos/zi.html>>.
- “Zimbabwe.” <<http://globaledege.msu.edu/ibrd/CountryHistory.asp?CountryID=153&RegionID=5>>.

1. Review content covered to this point in the unit.
2. Instruct students to locate Zimbabwe on a map of Africa. Provide selected current information on this country. The Web site above, titled *The World Factbook* may be of assistance in locating current information on the nation of Zimbabwe.
3. Distribute a map of Africa. Instruct students to indicate the location of the civilization of Zimbabwe. Provide a brief background of this kingdom. The Web site above, titled “Zimbabwe” may be of assistance in locating background information on the civilization of Zimbabwe.
4. Put the following on the board or overhead:
 - **Zimbabwe is located near the Zambezi and Limpopo rivers and the Indian Ocean coast.**
 - **The city of “Great Zimbabwe” served as the capital of a prosperous empire.**

Instruct students to locate these rivers on their maps. Also, instruct students to reflect the location of “Great Zimbabwe” on their maps.

5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 10: The Kingdoms of Ghana and Songhai

Materials

- Individual student map of Africa (NOTE: Students may use the same map used in the previous session.)
- Teacher-prepared class notes on the history of Ghana
- Teacher-prepared class notes on the history of Songhai
- Teacher-selected reading, worksheet, or other activity

Instructional Activities

NOTE: The following Web resources may be helpful in teaching this session:

- “Empires of the Western Sudan: Songhai Empire.”
<http://www.metmuseum.org/toah/hd/sghi/hd_sghi.htm>.
- “The World in the 15th Century.” <<http://www.mcps.k12.md.us/curriculum/socialstd/MWH/1102.html>>.

1. Review content covered to this point in the unit.
2. Explain that Songhai, Ghana, and Mali were West African kingdoms.
3. Provide a brief history of Ghana. Explain that the current country of Ghana and the ancient Ghana empire are not related.
4. Instruct students to reflect the location of the Ghana Empire on their map of Africa.
5. Provide a brief history of Songhai. The Web sites listed above may be of assistance in locating information on the location and history of the Songhai Empire.
6. Instruct students to reflect the location of the Songhai Empire on their map of Africa.
7. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 11: The Kingdom of Mali

Materials

- Teacher-prepared class notes on the history of Mali
- Teacher-selected reading, worksheet, or other activity

Instructional Activities

NOTE: The following Web resource may be helpful in teaching this session:

- “Mali: Ancient Crossroads of Africa.” <<http://mali.pwnet.org/>>.

1. Review content covered to this point in the unit.
2. Provide a brief history of Mali. (NOTE: The Web site listed above, devoted to the study of Mali, is designed for Virginia third grade Standard of Learning (SOL) but helpful for high school study of Mali. It provides links to helpful sites, as well as artwork. This site also provides lesson plans appropriate for high school use.)
3. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 12: Review of the Eastern Hemisphere

Materials

- Class notes from previous sessions in this organizing topic
- Teacher-selected video on civilization(s) covered in this organizing topic
- Teacher-provided video viewing guide for each student (see Paleolithic Era to Agricultural Revolution, Attachment C, “Creating a Video Viewing Guide”)

Instructional Activities

1. Review with students the content covered to this point in the organizing topic.
2. Teacher may wish to show a video that reflects historical information covered in this organizing topic.
3. Instruct students to review their notes in preparation for a test on the Eastern Hemisphere next session.

Session 13: Assessment ---

Materials

- Assessment (For sample assessment items, see Attachment A.)

Instructional Activities

1. Administer the assessment.

Attachment A: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>1. Regional trade networks in the Eastern Hemisphere included the exchange of what products from China and Persia?</p> <p>A Indigo B Gold C Porcelain* D Tobacco</p> <p>2. Religion spread across the hemisphere. Islam spread into</p> <p>A China. B Japan. C West Africa.* D East Europe.</p> <p>3. Printing and paper money came from</p> <p>A India. B Persia. C Japan. D China.*</p>	<p>4. Which of the following religions is characterized by a focus on the importance of natural features and worship of the emperor and is unique to Japan?</p> <p>A Buddhism B Shinto* C Confucianism D Islam</p> <p>5. Which of the following kingdoms in Africa is located near the Limpopo and the Indian Ocean coast?</p> <p>A Ghana B Mali C Zimbabwe* D Axum</p>
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Organizing Topic

Mayan, Aztec, and Incan Civilizations

Standard(s) of Learning

- WHI.11 The student will demonstrate knowledge of major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan, by
- a) describing geographic relationship, with emphasis on patterns of development in terms of climate and physical features;
 - b) describing cultural patterns and political and economic structures.

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

Skills (to be incorporated into instruction throughout the academic year)

Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.

Identify major geographic features important to the study of world history.

Identify and compare political boundaries with the location of civilizations, empires, and kingdoms.

Analyze trends in human migration and cultural interaction.

Content

Explain that the Mayan, Aztec, and Incan civilizations emerged in South America, Central America, and Mexico.

Identify the characteristics of the Mayan, Aztecs, and Incan civilizations, using the following information as a guide:

Mayan civilization

- Located in the Mexican and Central American rain forest
- Represented by Chichén Itzá
- Group of city-states ruled by a king
- Economy based on agriculture and trade
- Polytheistic religion—Pyramids

Aztec civilization

- Located in arid valley in central Mexico
- Represented by Tenochtitlan
- Ruled by an emperor
- Economy based on agriculture
- Polytheistic religion, based on warfare
- Pyramids

Incan civilization

- Located in the Andes Mountains of South America
- Represented by Machu Picchu
- Ruled by an emperor
- Economy based on high-altitude agriculture
- Polytheistic religion
- Road system

Identify the achievement of Mayan, Aztec, and Incan civilizations, using the following information:

- Calendars
- Mathematics
- Writing system

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Civilizations in America: The Mayas.” Washington State University.

<<http://www.wsu.edu:8080/~dee/CIVAMRCA/MAYAS.HTM>>. This site provides historical background on the Mayas, including information on the region, economy and society, and religion.

“Civilizations in America: The Mexica / Aztecs.” Washington State University.

<<http://www.wsu.edu/~dee/CIVAMRCA/AZTECS.HTM>>. This site provides historical background on the Aztecs, including information on economy and society, religion, and writing.

“Religion in the Inca Empire.” Truman University.

<<http://www2.truman.edu/~marc/webpages/andean2k/religion/>>. This site contains information on the Incan religion, including overview, cosmology, ritual, and deities.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for World History I. Virginia Department of Education 2003/04.
<http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wh1-1.pdf>.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning. World History and Geography to 1500 A.D. Test Blueprint. Virginia Department of Education, 2003/04.
<<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint7WHI.pdf>>. This site provides assessment information for World History and Geography to 1500 A.D.

Session 1: Introduction to Civilizations in the Western Hemisphere _____

Materials

- Teacher-prepared handout based on “Western Civilization Map Practice” (Attachment A)
- Atlas or text

Instructional Activities

1. Introduce the lesson by stating that many great civilizations developed in the Eastern Hemisphere, but contrary to previous thought, research has shown that great civilizations flourished in the Western Hemisphere as well. This next unit focuses on three of them: the Mayas, Aztecs, and Incas.
2. Divide students into pairs to complete the map activity.
3. Monitor student progress and provide help as needed.

OR

4. Assign one of the following activities for students to complete:
 - Instruct students to complete research on the civilization of their choice, then produce an artifact from that civilization and a one-page paper that highlights the achievements and explains the artifact.
 - Instruct students to use the word *Indian* to create a mnemonic device that emphasizes major topics of the Indian Empires, like *N* is for North America where the Aztecs and Mayans lived.
 - Instruct students to create a crossword puzzle using key concepts, people, and events from the organizing topic.

NOTE: Some of these activities may require two sessions for completion.

Session 2: Civilizations of North America — The Olmecs, Mayans, and Aztecs _____***Materials***

- A copy of “Civilizations in North America” class notes (Attachment B) for each student
- Teacher-prepared reading, worksheet, or other activity

Instructional Activities

1. Conduct a class discussion about where first Americans came from and why they might have migrated south. Guide the discussion to identify why people might have settled near the Gulf Coast.
2. Present notes on “Civilizations in North America” (Attachment B). Stop periodically to check for understanding by asking review questions and having students summarize the information. Cover as many notes as time and student comprehension permit. This activity may take two or more sessions.
3. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 3: Civilizations of South America — The Inca _____***Materials***

- Teacher provided video on the Mayan, Aztec, and/or Inca civilization
- Teacher-provided video viewing guide or other activity for each student (see Paleolithic Era to Agricultural Revolution, Attachment C, “Creating a Video Viewing Guide”)
- Copy of “Civilizations in South America (Inca)” class notes (Attachment C) for each student
- Teacher-selected reading, worksheet, or other activity

Instructional Activities

1. Provide feedback on homework (if assigned).
2. Review common characteristics about the Mayans and Aztecs. Introduce the Incas and instruct students to develop a comparison chart that reflects similarities and differences of the three civilizations.
3. Present notes on “Civilizations in South America (Inca)” (Attachment C), stopping periodically to review material and ask questions. This activity may take several sessions.
4. Show a short video of one or more of these civilizations.
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 4: Comparison of the Civilizations in the Americas

Materials

- A copy of the “Civilizations in the Americas” chart (Attachment D) for each student (or a display of the chart for students to draw)
- Teacher-prepared or commercial study guide

Instructional Activities

1. Instruct students to refer to notes as a reference. Distribute a copy of the “Civilizations in the Americas” chart (Attachment D) to each student, or have students draw the chart on their own paper.
2. Review the key civilizations by having students supply the information for each box in the chart. If they have trouble, direct them to the appropriate section of notes.
3. Instruct students to complete a study guide for the assessment.

Session 5: Assessment

Materials

- Assessment (For sample assessment items, see Attachment E.)

Instructional Activities

1. Collect study guides.
2. Ask students if they have any last-minute questions.
3. Administer the assessment.

Attachment A: Western Civilization Map Practice (Instructions for Teacher) _____

Using the Internet, textbook resource materials, or a map program, locate two maps of the Western Hemisphere. You will need both a political and a physical map. Before giving this assignment to students, ensure that the map you select contains all of the information students are expected to find.

Civilizations in the Americas

1. Copy the political map on one side and the physical map on the other side.
2. On a separate sheet of paper, create a set of directions and a set of questions. The students will use the map they create to answer the set of questions.
3. Directions tell the students what to label. The following should be included in this activity:

- *On the physical map locate and label the following:*

Bodies of Water

- Pacific Ocean
- Atlantic Ocean
- Arctic Ocean
- Bering Strait
- Gulf of Mexico
- Caribbean Sea
- Mississippi River
- Amazon River

Lines of Latitude

- Equator
- Tropic of Cancer
- Tropic of Capricorn

Landforms

- Appalachian Mountains
- Great Plains
- Rocky Mountains
- Sierra Madre Mountains
- Andes Mountains
- Isthmus of Panama
- Yucatan Peninsula

Cities

- Machu Picchu
- Cuzco
- Chichén Itzá
- Tenochtitlan

Civilizations (Shade in the area where each developed. Be sure to create a key for each symbol used.)

- Olmecs
- Mayans
- Aztecs
- Incans
- *On the political map, locate and label the following:*

– Guatemala	– Colombia
– Mexico	– Ecuador
– Honduras	– Peru
– Belize	– Chile
– El Salvador	– Venezuela
– Nicaragua	– Brazil
– Costa Rica	– Argentina
– Panama	– Bolivia

4. Questions allow the students to practice their map skills. Sample questions may include:
- What direction would the Incas have traveled before they settled down?
 - What modern-day country exists where the Aztecs once flourished?
 - How long is the Andes Mountains range?
 - What countries does the equator pass through?
 - Why did the Mayan civilizations choose to settle in their particular location?
 - Draw a star on North American civilizations.
 - What body of water bordered the Inca Empire?
 - Which cities were in South America?
 - What types of landforms dominated the area where the Incans lived?
 - The Olmec civilization bordered what body of water?
 - What civilization lived primarily on the Yucatan Peninsula?
 - What countries exist where the Inca Empire used to be?
 - From what continent did the first Americans migrate?
 - Based on geography and settlement patterns, which civilization would have settled down last?
 - What joins North America and South America?
 - If you traveled from Chichén Itzá to Tenochtitlan, in what intermediate direction would you go?
 - What modern-day countries exist where the Mayans once lived?
 - What type of climate dominates Northern and Central South America?

Attachment B: Civilizations in North America

Early Inhabitants

- Migrated from Asia during the last Ice Age
 - Crossed the Bering Strait by foot
- Hunter-Gathers
 - During global warming, they migrated east and south to follow the herds.
 - Different cultures formed as they spread out.
 - Cut off from Asia as Ice Age ended, they developed independently from cultures in the Eastern Hemisphere.
- Technology
 - Metal was rarely used; many cultures were still in the Stone Age.
 - Wheel was used, but not for transportation.

Olmecs

- Name means “rubber people”
- Parent, or base, culture of Mesoamerica
 - Settled along Gulf Coast
 - Influenced area through trade; evidence of trade confirmed by Olmec jade carvings found throughout Central America
- Polytheism
 - Performed ritual sacrifices
 - Played pok-a-tok game
 - Built temple and pyramids
 - Went on pilgrimages
 - Constructed “Colossal Heads”
 - Developed calendar

Mayans

- Yucatan Peninsula
 - Mexico
 - Guatemala
 - Honduras and Belize
 - Mexican and Central American rainforest
- Economy based on agriculture (irrigation) and trade
- Collection of city-states ruled by one king
 - Chichén Itzá, the premier city-state
 - Priests, nobles, and warriors – upper class
 - Everyone else peasants – paid taxes to king (corn)
 - No rights for women
- Polytheism
 - Pyramids
 - Priest preoccupied with time
 - Human sacrifices
- Achievements
 - Hieroglyphics
 - Complex calendar system
 - Astronomy
 - Number system
- Between 850 and 1000 A.D., city-states abandoned

Aztecs

- Arid Valley in Central Mexico
- Capital Tenochtitlan (Island City in Lake Texcoco)
- Government
 - Ruled by an emperor with absolute power
 - Indirect rule (trade and tribute held empire together)
 - Empire built by the conquest of fierce warriors; conquest provided prisoners and slaves for religious sacrifices
 - Right of slaves to buy freedom
- Economy
 - Based on agriculture (beans, squash, tomatoes, and peppers)
 - Chinampa farming (practice of draining swamps and building up fields in shallow lake beds)
- Polytheism
 - Chief god, the sun god
 - Priests, a special social class
 - a. Recorded knowledge and ran schools
 - b. Served as astronomers and mathematicians
 - Ceremonies performed daily
 - Based on warfare
 - Pyramids
 - Frequent sacrifices
- Achievements
 - Causeways
 - Aqueducts
 - Canals
 - Dams

Attachment C: Civilizations in South America (Inca)

Location

- Developed in the Andes Mountains

Modern-day countries include

- Primarily Peru and northern Chile
- Smaller areas in southern Colombia, Ecuador, Bolivia, and northwestern Argentina

Important Cities

- Cuzco, capital
- Machu Picchu

Government

- Ruled by an emperor with absolute power
- Direct rule
 - Government arranged marriage.
 - Citizens must have passes for travel.
 - Government controlled harvest.
 - Conquered people were forced to adopt Incan ways.

Economy

- Based on high-altitude agriculture (potatoes, beans, squash, peanut, cotton, llamas, guinea pigs, and alpacas)
- Use of terrace-farms

Religion

- Polytheism
- Chief god, the sun god

Achievements

- Kept records on quipus, a system of knotted strings
- Demonstrated themselves to be superb engineers
- Created vast network of roads linking entire empire

Attachment D: Civilizations in the Americas _____

	Mayas	Aztecs	Incas
Capital			
Present-day country or countries			
North or South America			
Government			
Class structure			
Economy			
Religion			
Record-keeping			
Architecture			
Technology and innovations			

Attachment E: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>1. People arrived in the Americas by A riding across the Khyber Pass. B sailing from Africa. C driving chariots across the Isthmus of Panama. D walking across the Bering Strait.*</p> <p>2. Which of the following is not true of the Incas? A They built a vast network of roads. B They forced conquered people to adopt their ways. C They lived on the Yucatan Peninsula.* D They were polytheists.</p> <p>3. What mountain range runs down the west coast of North America? A Himalayas B Rockies* C Appalachians D Andes</p>	<p>4. Which statement is true about the Mayans, Aztecs, and Incans? A They all lived in North America. B They were all monotheists. C They all built pyramids and practiced polytheism.* D They all had a system of writing</p> <p>5. In which region did the Mayans develop? A Amazon Basin B Yucatan Peninsula* C Gulf Coast D Great Plains</p>
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Organizing Topic

Late Medieval Period

Standard(s) of Learning

- WHI.12 The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period by
- a) describing the emergence of nation-states (England, France, Spain, and Russia) and distinctive political developments in each;
 - b) explaining conflicts among Eurasian powers, including the Crusades, the Mongol conquests, and the fall of Constantinople;
 - c) identifying patterns of crisis and recovery related to the Black Death;
 - d) explaining the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science.

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

Skills (to be incorporated into instruction throughout the academic year)

Use maps, globes, artifacts, and pictures to analyze the physical, cultural, and political landscape during the late medieval period.

Formulate historical questions and defend findings based on inquiry and interpretation.

Develop perspectives of time and place.

Content

Explain that European monarchies consolidated power and began forming nation-states in the late medieval period.

Explain how European nation-states expanded their territories and consolidated their power, using the following information as a guide:

England

- William the Conqueror, leader of the Norman Conquest, united most of England.
- Common law had its beginnings during the reign of Henry II.
- King John signed the Magna Carta, limiting the King’s power.
- The Hundred Years’ War between England and France helped define England as a nation.

France

- Hugh Capet established the French throne in Paris, and his dynasty gradually expanded their control over most of France.
- The Hundred Years’ War between England and France helped define France as a nation.
- Joan of Arc was a unifying factor.

Spain

- Ferdinand and Isabella unified the country and expelled Muslim Moors.
- Spanish Empire in the Western Hemisphere expanded under Philip II.

Russia

- Ivan the Great threw off the rule of the Mongols, centralized power in Moscow, and expanded the Russian nation.
- Power was centralized in the hands of the tsar.
- The Orthodox Church influenced unification.

Explain that crusades were carried out by Christian political and religious leaders to take control of the Holy Land from the Muslims.

Identify the key events and effects of the Crusades, using the following information as a guide:

Key events of Crusades

- Pope Urban's speech
- The capture of Jerusalem
- Founding of Crusader states
- Loss of Jerusalem to Saladin
- Sack of Constantinople by western Crusaders

Effects of Crusades

- Weakened the Pope and nobles; strengthened monarchs
- Stimulated trade throughout the Mediterranean area and the Middle East
- Left a legacy of bitterness among Christians, Jews, and Muslims
- Weakened the Byzantine Empire

Explain that Mongol armies invaded Russia, Southwest Asia, and China, creating an empire.

Summarize the effects of the Mongol army invasions, using the following information as a guide:

- Invaded Russia, China, and Muslim states in Southwest Asia, destroying cities and countryside
- Created an empire

Describe the effects of the Ottoman invasions of Europe.

Explain that Ottoman Turks conquered the Byzantine Empire.

Describe the impact Ottoman invasions had on Constantinople, using the following information as a guide:

- Fell to the Ottoman Turks in 1453, ending the Byzantine Empire
- Became capital of the Ottoman Empire

Explain that in the fourteenth century, the Black Death (bubonic plague) decimated the population of much of Asia and then the population of much of Europe.

Summarize the impact the Black Death had on economic and social institutions in much of Asia and then in Europe, using the following information as a guide:

- Decline in population
- Scarcity of labor
- Towns freed from feudal obligations
- Decline of church influence
- Disruption of trade

Explain that education was largely confined to the clergy during the Middle Ages. The masses were uneducated, while the nobility was concerned with feudal obligations. Church scholars preserved ancient literature in monasteries in the East and West.

Summarize how European scholars began to interpret and value ancient learning. Use the following information as a guide:

- Were among the very few who could read and write
- Worked in monasteries
- Translated Greek and Arabic works into Latin
- Made new knowledge in philosophy, medicine, and science available in Europe
- Laid the foundation for the rise of universities in Europe

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

The Bill of Rights Institute. <http://www.billofrightsinstitute.org/index.php>. This site provides lesson plans and other information on the Bill of Rights, as well as opportunities for teacher training.

“England during the Crusades.” Boise State University. <<http://crusades.boisestate.edu/Europe/england05.html>>. This site provides information on the Crusades.

Internet Medieval Sourcebook. Fordham University. <<http://www.fordham.edu/halsall/sbook.html>>. This site provides information on medieval history.

Military History. <<http://militaryhistory.about.com/homework/militaryhist>>. This site provides information on a variety of military history topics. Type the topic desired and click “GO”.

Medieval History.

<<http://historymedren.about.com/homework/historymedren/cs/latecrusades/index.htm?iam=dpile&terms=%2Bsaladin>>. This site provides information on the later Crusades.

“The Mongols and the Emergence of Moscow.” Interknowledge Corporation. <<http://www.interknowledge.com/russia/rushis03.htm>>. This site provides historical information on the Mongols.

“Plague and Public Health in Renaissance Europe.” Institute for Advanced Technology in the Humanities. University of Virginia. <<http://jefferson.village.virginia.edu/osheim/intro.html>>. This site provides information on plague and disease during Renaissance Europe.

“The Power of the Church in 1500.” *SchoolHistory.co.uk*. <http://www.schoolhistory.co.uk/year7links/church/PoweroftheChurch.pdf>. This site provides a brief lesson on the power of the Church in 1500.

“The Rights of Englishmen.” *Jamestown Virtual Colony*. <http://curry.edschool.virginia.edu/socialstudies/projects/jvc/unit/govt/english_rights.html>. This site provides a lesson plan on teaching the Magna Carta.

“Urban II (1088-1099): Speech at Council of Clermont, 1095.” *Medieval Sourcebook*. <<http://www.fordham.edu/halsall/source/urban2-5vers.html>>. This site provides five versions of the speech.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for World History I. Virginia Department of Education 2003/04. <http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wh1-1.pdf>.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: World History and Geography to 1500 A.D. Test Blueprint. Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint7WHI.pdf>>. This site provides assessment information for World History and Geography to 1500 A.D.

Session 1: Introduction to the Late Medieval Period

Materials

- Teacher-developed pre-test
- Map of modern-day Europe
- Overhead transparencies of modern-day European map and medieval European map
- Text
- Teacher-selected reading, worksheet, or activity

Instructional Activities

1. Administer and discuss pre-test.
2. Have students consider the following question:
 - **How have countries changed, both physically and culturally, over time?**

NOTE: Prompt students with ways that the United States has changed.
3. Distribute a map of modern Europe for students to complete. Students should fill in countries, bodies of water, and mountain chains. Then distribute a blank map of Europe and instruct students to color the countries of France, Spain, England, and Russia.
4. After students have completed the map activities, review the basic geography of Europe, using a modern-day map on the overhead. Afterward, overlay a medieval European map (or use a pull down map, if available) to show how Europe looked in the Middle Ages. Encourage students to identify the differences and similarities between the two views of Europe.
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.
6. Assign one of the following activities for completion during this organizing topic:
 - Compare political and physical maps to determine the impact of physical geography on the formation of nation states.
 - Complete a chart that displays the leaders and their accomplishments (political, economic, and military) for England, France, Spain, and Russia.
 - Read and discuss a primary source on the Black Plague.
 - Read Pope Urban's speech at the start of the Crusades, and discuss the different perspectives of Christians and Muslims.

Session 2: The Formation of Nation States in Europe

Materials

- A copy of the Magna Carta and the Bill of Rights for each student
- Display of the “Nation States Chart” (Attachment A) on an overhead and a copy of the chart for each student
- Display of notes for “European Nation States (Class Notes)” (Attachment B) and a copy of the notes for each student
- Overhead projector
- Teacher-selected reading, worksheet, or activity (optional)

Instructional Activities

NOTE: The following Web resources may be helpful in teaching this session:

- “The Rights of Englishmen.” *Jamestown Virtual Colony*.
<http://curry.edschool.virginia.edu/socialstudies/projects/jvc/unit/govt/english_rights.html>. This site provides a lesson plan on teaching the Magna Carta.
- *The Bill of Rights Institute*. <http://www.billofrightsinstitute.org/index.php>. This site provides lesson plans and other information on the Bill of Rights, as well as opportunities for teacher training.

1. Begin by having students consider the following question:

- **How do rulers gain more power?**

Elicit student responses by asking for ethical and unethical ways to gain power.

2. Display the “Nation States (Class Notes)” (Attachment B) on an overhead, and distribute a copy to each student. Discuss each concept, asking questions periodically to ensure that students are understanding the information. NOTE: This activity may require two sessions.
3. Display the “Nation States Chart” (Attachment A) on an overhead. As chart is discussed, students should complete their copy of the chart. NOTE: This activity can be done in small groups or as a teacher-directed activity.
4. After the chart is completed, have students read excerpts from the Magna Carta and excerpts from the U.S. Bill of Rights. Discuss the similarities and differences between the two documents, as well as the influence England has on the United States.
5. Create a timeline to display how countries became nation-states. Use symbols as well as words, for wars, expansion, and accomplishments.
6. Finish the chart (if not completed in class) and/or assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 3: Europe and the Muslim World

Materials

- Copy of Pope Urban's speech to rally the Crusaders.
- "Europe and the Muslim World (Class Notes)" (Attachment C).
- Copies of illustrations/artwork depicting medieval weaponry
- Overhead projector (optional)
- Teacher-selected reading, worksheet, or other activity

Instructional Activities

NOTE: The following Web resource may be helpful in teaching this session:

- "Urban II (1088-1099): Speech at Council of Clermont, 1095." *Medieval Sourcebook*.
<<http://www.fordham.edu/halsall/source/urban2-5vers.html>>. This site provides five versions of the speech.
1. Read to the class Pope Urban's speech to rally the Crusaders. Discuss the implications of his speech.
 2. Put notes on the "Europe and the Muslim World" (Attachment C) on the board or overhead. Discuss each note as it is displayed. NOTE: This activity may take more than one session.
 3. Distribute artwork and have students write about the methods of warfare used in medieval times (e.g., castles, armor, "Greek fire"). Contrast this to weaponry used in later medieval wars (e.g., cannons, long bows, professional armies).
 4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 4: Research Project

Materials

- Access to library or computer lab (with Internet Access) for a mini-research project.

Instructional Activities

1. Assign research or reports on the following topics:

- Biographies of historical figures of the late medieval period
- Changes in the role of women in the late medieval period
- Effects of the Black Plague
- Medieval art and architecture
- Medieval medicine
- Medieval laws
- New methods of warfare, including the use of cannons and the longbow

OR

2. Assign one of the following research projects:

- Have small groups of students prepare a medieval newspaper from France, Spain, England, or Russia. Suggested articles could detail the Hundred Years War, the War of the Roses, and the Black Plague.
- Have students develop an illustrated booklet about the social, economic, and political changes and cultural achievements in the late medieval period, using the following information as a guide:
 - Characteristics of nation-states include defined territory, a central government, and a common culture.
 - A nation-state is created in England with the emergence of Common Law under Henry II, the Magna Carta under King John, Parliament under Edward I, and a unified country under Henry Tudor (VII).
 - A nation-state is created in France with the emergence of a strong government under Philip II and Philip IV, a permanent army and taxation under Charles VII, and expansion under Louis XI.
 - A nation-state is created in Spain with the unification of Aragon and Castile under Ferdinand and Isabella. Religious unity is created by the Reconquista, the Inquisition, and the expulsion of the Jews and Muslims.
 - A nation-state is created in Russia with the enlargement of the Moscow Kingdom under Ivan I, the freedom from the “Mongol Yoke” under Ivan III (Ivan the Great), and the codification of laws under Ivan IV (Ivan the Terrible).
 - The Crusades weaken the Pope and nobles, strengthen the monarchs, stimulate trade, weaken the Byzantine Empire, and leave a legacy of intolerance among Christians, Jews, and Muslims
 - The Mongol armies invade Russia, China, and India and create an empire.
 - Constantinople falls to the Ottoman Turks in 1453, ending the Byzantine Empire and becoming the capital of the Ottoman Empire as Istanbul.
 - The late medieval period also brings considerable death and destruction with the Hundred Years War, the War of the Roses, and the Black Plague.
 - Jewish and Muslim scholars preserve the Greek and Roman legacy of philosophy, medicine, and science.
- Have pairs of students prepare an interview of a historic figure. One student will “role play” as the actual historic figure. Historic figures may include: William the Conqueror, Henry II, King John, Edward I, Henry VII, Philip II, Philip IV, Joan of Arc, Charles VII, King Ferdinand and Queen Isabella, Ivan III, and Ivan IV. The interviewer will ask questions about that person’s contribution to history.

3. Allow the entire period for research at the library and/or in the computer lab.

4. Students should continue research as homework (or assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources).

Session 5: The Black Plague

Materials

- Notes on the Black Plague (Attachment D)
- Film about the Black Plague (optional)
- Blank map of the world
- Article about a current or recent epidemic, such as AIDS or SARS (optional)
- Overhead projector (optional)

Instructional Activities

1. Begin by defining *epidemic* on board. Then have students consider the following question:
 - **What factors contribute to diseases becoming epidemics?**
2. Put notes on the Black Plague (Attachment D) the board or overhead, and discuss notes as they are displayed.
3. If available, show a film on the Black Plague.
4. Distribute copies of a blank map of the world. Instruct students to draw the trade routes that spread the Plague throughout Europe.
5. Graph the death rate of the victims of the Black Plague.
6. If there is time, have students read an article about a current or recent health crisis such as one involving AIDS, Ebola, or SARS in 2003. Discuss potential effects and solutions. This could be a homework assignment.

Session 6: Preservation of Greek, Roman, and Arabic Culture _____

Materials

- Notes on “Preservation of Greek, Roman, and Arabic Culture” (Attachment C)
- Teacher-provided primary source reading by Maimonides
- Map of the world
- Teacher-selected reading, worksheet, or other activity

Instructional Activities

1. Begin by having students consider the following question:
 - **If you could preserve one technological innovation from modern times, what would it be and why?**
2. Display notes on “Preservation of Greek, Roman, and Arabic Culture.” Discuss the Muslim and Jewish preservation of Greco-Roman philosophy, medicine, and science. (NOTE: This activity may take more than one session.)
3. Distribute primary source reading by Maimonides. Read, or have students read from, the selected passage. Discuss the passage and its importance.
4. Chart medieval trade routes on a display map of the world.
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 7: Cathedrals and Religious Art in the Late Medieval Period

Materials

- Teacher-prepared illustrations/slides/electronic presentation of medieval art and architecture

Instructional Activities

NOTE: The following Web resource may be helpful in teaching this session:

- “The Power of the Church in 1500.”
<http://www.schoolhistory.co.uk/year7links/church/PoweroftheChurch.pdf>.
1. Give a “guided lecture” (using illustrations, slides, or an electronic presentation) of medieval art and architecture. Focus on the Gothic cathedrals and use of religion in art.
 2. Brainstorm with students about the growing power of the Church. Include both positive and negative aspects of this power.
 3. Instruct students to design their own Gothic cathedral. If possible, use the correct architectural terms (e.g., *nave*, *apse*, *flying buttress*, *vestibule*).

Sessions 8 and 9: Student Presentations

Materials

- Presentations of student mini-research projects
- Teacher-prepared quiz at the conclusion of the presentations (matching important figures to their accomplishments or contributions)

Instructional Activities

1. Have students make the presentations assigned in Session 4. Limit presentations to about 2-3 minutes in length, depending on class size. Require students to take notes.
2. Administer matching quiz on historic figures. Students may use the notes that they took in class.

Session 10: Review

Materials

- “Review Quiz,” a Jeopardy®-like quiz game (Attachment E)

Instructional Activities

1. Divide students into two teams. Allow each team to ask for questions from the various categories. Teacher can determine point values for each question.
2. Play “Twenty Medieval Questions” in which the teacher thinks of a famous figure from the late medieval period and the students have to guess by asking “yes” and “no” questions.
3. As homework, have students study for test scheduled for next session.

Session 11: Assessment

Materials

- Assessment (For sample assessment items, see Attachment F.)

Instructional Activities

1. Administer the assessment.

Attachment A: Nation States Chart

	Important. Leaders	Government	Military	Economics
England				
France				
Spain				
Russia				

Attachment B: European Nation States (Class Notes)

NOTE: If desired, enlarge the font and print on an overhead transparency.

England

- 1066—Battle of Hastings between King Harold of England and William the Conqueror of Normandy. William the Conqueror wins and now possesses lands in both France and England.
- 1154—1189: Henry II rules England and owns more than one-half the land in France due to his marriage to Eleanor of Aquitaine.
- 1189—1199: Richard I (Richard the Lion-Hearted) defends English properties and takes part in the “King’s Crusade” (3rd Crusade).
- 1199—1216: John (also known as “John Softsword” and John “Lackland”) takes the throne, but the barons rebel against this weak king. Barons force King John to sign the Magna Carta in 1215 at Runnymede.
 - No taxation without representation
 - Right to a jury trial
 - Due process of law
 - Limited monarchy
- 1216—1272: Henry III takes the throne for a long and unhappy reign marked by further land losses to France.
- 1272—1307: Edward I ascends the throne and strengthens the administration and monarchy in England. He raises taxes from the burgesses (merchants) and creates the Model Parliament in 1295.
 - Bicameral government: House of Commons and House of Lords
 - Provides a check on royal power
 - Increases the power of the nobility
 - Laws passed in Parliament are applied to entire country
- 1337—1453: Hundred Years’ War between England and France. This war is mostly fought in France over land and hereditary rights. Although England wins many battles early on, France ultimately wins the war, and Britain is pushed out of France (with the exception of Calais.)
- 1455—1485: War of the Roses—This Civil War is fought between the Yorks (white rose) and the Lancasters (red rose) for accession to the throne. Richard III is defeated at Bosworth Field (considered the last “Medieval King of England”) and Henry Tudor (Henry VII) ascends the throne.
 - Appoints many of his advisors from the middle class
 - Uses local government
 - Taxes land and tonnage (imported goods) to gain revenue
 - Avoids war; business and trade prosper
 - Creates the Court of the Star Chamber, a personal court that meets in secrecy, and gives the King ultimate power. Peace and stability characterize Henry’s reign, although torture is used.

France

- 987—1180: Capetian Dynasty begins with Hugh Capet, a relatively weak king chosen by the French nobles. Gradually, the Capetian kings strengthen their power and increase their territory outward from Paris.
- 1180—1226: Philip II (Augustus) further strengthens the monarchy through the use of bailiffs (royal officials who collect taxes).
- 1226—1270: Louis IX (also known as Saint Louis) ascends the throne as a pious, popular, and just leader. He creates the Parliament of Paris, which acts as a Supreme Court.
- 1300s—Philip IV (also known as “the fair”) creates the Estates General:
 - First Estate—Clergy.
 - Second Estate—Nobility.
 - Third Estate — Bourgeoisie
 - Not as powerful as Parliament; kings can decide when the Estates General will meet

- 1337—1453: The Hundred Years' War is fought between England and France over land and hereditary rights. Although France is losing many battles, Joan of Arc rallies the French troops to stunning victories in the Battle of Orleans. She is later captured by the English and burned at the stake as a heretic. She is canonized as a saint in 1920, almost 500 years after her death.
- 1429—1461: Charles VII ascends the throne due to Joan of Arc's military aid.
 - First permanent French army
 - Creates a Royal Council
 - Taxes land (*taille*) and salt (*gabelle*) to ensure revenue
- 1461—1483: Louis XI (also known as "the spider king") ascends the throne.
 - Uses trickery, bribery, and a spy network in European courts
 - Expands France to include Burgundy
 - Does not use the Estates General

Spain

- 1063—Start of the Reconquista—the reconquest of Spain from the Muslims
- 1400s—Muslims only hold Granada.
- 1469—Marriage of Isabella (of Castile) and Ferdinand (of Aragon) unifies two separate kingdoms of Spain.
- 1492—Granada falls to the Spanish; Spain becomes a unified country in religion.
 - Inquisition courts are set up to subdue heretics.
 - Jews and Muslims are expelled from Spain (2,000 killed); those who stay are forced to convert. Many Jews go to the near Middle East. This hurts Spain economically, because the Jews and Muslims make up a prosperous merchant class.
 - Exploration begins with Columbus discovering the New World. Spain begins an ambitious exploration and colonization program.

Russia

- 700s—Russia is composed of a mix of Slavic peoples. Kiev is the capital, and there are many Byzantine influences, including the Eastern Orthodox Church and Byzantine architecture (onion-shaped domes).
- 1200s—Mongols invade Russia.
- 1240—1480: The Mongol Yoke
 - Destroys Kiev
 - Uses Russian princes to rule kingdoms
 - Collects "tribute" from Russians
 - Maintains loose control over Russians
- 1328—1341: Ivan I serves Mongols as a tax collector in Moscow and gradually enlarges the Kingdom of Moscow.
- 1462—1505: Ivan III (also known as "The Great") is considered the first czar/tsar (marries the niece of the last Byzantine Emperor) and frees Russia from the Mongol Yoke in 1480.
- 1547—1584: Ivan IV (a.k.a. "The Terrible") struggles for power among Russia's nobility (the boyars).
 - Marries into the Romanov family
 - Codifies laws
 - Uses secret police force called the oprichniki
 - Kills thousands of boyars and even his eldest son

Attachment C: Europe and the Muslim World (Class Notes) _____

NOTE: If desired, enlarge the font and print on an overhead transparency.

The Crusades

- These attempts to “win back” the Holy Land from the Muslims begins in 1095 with the speech of Pope Urban II and ends in 1291.
 - Although there is temporary success in some of the Crusades, there is not permanent success.
 - Constantinople, ironically, is sacked and looted by Christians.
 - There is a decline in papal prestige after the Crusades.
 - There is an increase in monarchs’ power as nobles are apt to lose land and wealth during the Crusades.
 - There is an increase of religious intolerance.
 - There is an expansion in trade by Italian cities.
 - There is increased desire for Asian goods, particularly spices.

Fall of Constantinople

- 453—Muhammed II (Mahmet II), an Ottoman Turk, besieges Constantinople and defeats the Byzantine Empire.
- Constantinople is renamed Istanbul.
- The Hagia Sofia changes from a Christian cathedral to an Islamic mosque.

Preservation of Greek, Roman, and Arabic culture

- Increased trade and awareness of the Middle East occur after the Crusades.
- Exposure to Greek and Roman texts preserved by the Muslims and Byzantines, including writings on science, medicine, government, and law.
- Documents are translated from Greek and Arabic to Latin, ensuring that Renaissance thinkers will have access to this scholarship.
- The Church begins to accept the idea of using reason as the guide to truth and morality (scholasticism). These ideas stem from Aristotle.

Attachment D: Crises in the Late Medieval Era (Class Notes)_____

NOTE: If desired, enlarge the font and print on an overhead transparency.

Crop Failures and Famine

- Population explosion leads to increased farming and loss of soil fertility.
- In the 1300s, there is a “little ice age” that contributes to a shorter growing season.

The Black Plague

- Is started by fleas from infected rats brought through port cities in Italy; quickly spreads throughout Europe.
- Twenty-five million are killed between 1347 and 1352.
- Terrible sanitary conditions contribute to the death toll.
- Due to lack of labor, serfs can demand wage increases.
 - 1381—Peasants’ revolt in England (peasants do not win!)
 - Jacquerie revolt in France
 - Life on the manor is doomed

Wars

- 1337—1453: The Hundred Years’ War is fought between France and England over land rights in France.
 - Use of cannons make castles obsolete
 - Use of the long bow
 - Decreased use of knights and armor
 - Increased use of professional armies
 - Sense of nationalism emerges—a feeling of loyalty to one’s country and people.
- Arab scientists from the Middle East to Spain pass on many ideas to Western European doctors and scientists in the 14th and 15th centuries.

Attachment E: Review Game

The teacher may wish to add categories and questions to this Jeopardy®-like game to use as a review of the Late Medieval Period.

Medieval Leaders	Crises on the Continent	Nation-States	Religion	New World Order
She led France to victory in the Hundred Years War.	Spread by rats, this epidemic spread like “the plague.”	Strong kings named Louis and weak nobles were in this country.	The “winning back” of lands occupied by the Muslims	Name of the Russian rulers
Muslim leader who renamed Constantinople Istanbul	War between England and France over land rights	King and Queen of Spain	Pope who urged the First Crusade	Legislature in England that gained power
Known as “The Terrible”; killed boyars	A Civil War in England; named for a flower	King John was forced to accept this in 1215.	Muslim leader during the Crusades	Turks in the Middle East
First Norman King of England	The Mongols had a yoke around this country.	Taxes like the <i>taille</i> and the <i>gabelle</i> are in this country.	Court set up to punish heretics	Unified country under Henry Tudor

Attachment F: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>Discussion/Essay</p> <ol style="list-style-type: none"> Using three countries, describe how nation-states were formed in the late medieval period. Describe three major changes that took place in the late medieval era. Consider such factors as government, religion, and society. Discuss the major causes and effects of the Crusades. Every era has “turning points” in which pivotal and important actions occur. Discuss an important “turning point” in the late middle ages. Describe three individuals that changed the course of European and/or world history during the late medieval period. <p>Multiple Choice</p> <ol style="list-style-type: none"> England limited the powers of kings and increased the power of the nobility with <ol style="list-style-type: none"> the Codex Justinian. the Magna Carta.* the English Constitution. the Civil Constitution. During the late medieval era, France had all of the following EXCEPT <ol style="list-style-type: none"> a tax on land and salt. a professional army. a strong legislature.* strong kings. The Black Plague first came to Europe through <ol style="list-style-type: none"> trade.* exploration. the Church. the New World. 	<ol style="list-style-type: none"> The Hundred Years’ War was between which countries? <ol style="list-style-type: none"> France and Spain Russia and France England and the Holy Roman Empire England and France* The effects of the Crusades are all of the following except <ol style="list-style-type: none"> increased trade between Asia and Europe. decreased power of the nobility in many countries. increased tolerance and respect among religions.* increased demand for Asian imports. In Spain, the movement to try heretics in church courts was called <ol style="list-style-type: none"> the Reconquista. the Inquisition.* the “Spanish” policy. the Papal Index. With the help of Ivan the Great, Russia was freed from the <ol style="list-style-type: none"> Mongols.* Indians. French. Turks. Chronologically, which event came last? <ol style="list-style-type: none"> William of Normandy conquered England in the Battle of Hastings. The Black Plague struck for the first time. The fall of Constantinople to the Ottoman Turks* The First Crusade
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Organizing Topic

Renaissance

Standard(s) of Learning _____

- WHI.13 The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by
- a) identifying the economic foundations of the Renaissance;
 - b) sequencing events related to the rise of Italian city-states and their political development, including Machiavelli’s theory of governing as described in The Prince;
 - c) citing artistic, literary, and philosophical creativity, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch;
 - d) comparing the Italian and the Northern Renaissance, and citing the contributions of writers.

Essential Understandings, Knowledge, and Skills _____

Correlation to
Instructional Materials

Skills (to be incorporated into instruction throughout the academic year)

Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history to 1500 A.D.

Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D.

Identify and compare political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. to 1500 A.D.

Analyze trends in human migration and cultural interaction from prehistory to 1500 A.D.

Content

Explain that the Crusades stimulated trade by introducing Europeans to many desirable products.

Explain that trade promoted frequent contacts with the Byzantine and Muslim Empires.

Summarize the economic effects of the Crusades, using the following information as a guide:

- Increased demand for Middle Eastern products
- Stimulated production of goods to trade in Middle Eastern markets
- Encouraged the use of credit and banking

Explain that new economic institutions developed during the Renaissance.

Identify the economic concepts of the Renaissance, using the following information as a guide:

- Church rule against usury and the banks’ practice of charging interest helped to secularize northern Italy.
- Letters of credit served to expand the supply of money and expedite trade.
- New accounting and bookkeeping practices (use of Arabic numerals) were introduced.

Explain that wealth accumulated from European trade with the Middle East led to the rise of Italian city-states. Wealthy merchants were active civic leaders.

Summarize the benefit of geographic location to northern Italian cities during the Renaissance period, using the following information as a guide. Include an explanation of how each of these cities achieved importance and developed politically:

Florence, Venice, and Genoa

- Had access to trade routes connecting Europe with Middle Eastern markets
- Served as trading centers for the distribution of goods to northern Europe
- Were initially independent city-states governed as republics

Explain that Machiavelli observed city-state rulers of his day and produced guidelines for the acquisition and maintenance of power by absolute rule.

Describe Machiavelli's ideas about power as defined in his book, *The Prince*, using the following information as a guide:

- An early modern treatise on government
- Supports absolute power of the ruler
- Maintains that the end justifies the means
- Advises that one should do good if possible, but do evil when necessary

Explain that the Renaissance produced new ideas that were reflected in the arts, philosophy, and literature. Patrons, wealthy from newly expanded trade, sponsored works that glorified city-states in northern Italy. Education became increasingly secular.

Explain that medieval art and literature focused on the Church and salvation; Renaissance art and literature focused on individuals and worldly matters, along with Christianity.

Identify prominent Italian Renaissance artists and writers, using the following information as a guide:

- Leonardo da Vinci—Mona Lisa and The Last Supper
- Michelangelo—Ceiling of the Sistine Chapel and sculpture of David
- Petrarch—Sonnets, humanist scholarship

Explain how classical knowledge of the ancient Greeks and Romans fostered humanism in the Italian Renaissance.

Summarize humanism, using the following information as a guide:

- Celebrated the individual
- Stimulated the study of Greek and Roman literature and culture
- Was supported by wealthy patrons

Explain that with the rise of trade, travel, and literacy the Italian Renaissance spread to northern Europe. The art and literature changed as people of different cultures adopted Renaissance ideas.

Identify how ideas of the Italian Renaissance changed as they became adopted in northern Europe, using the following information as a guide:

- Growing wealth in Northern Europe supported Renaissance ideas.
- Northern Renaissance thinkers merged humanist ideas with Christianity.
- The movable type printing press and the production and sale of books (Gutenberg Bible) helped disseminate ideas.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Leonardo da Vinci.” *Artcyclopedia*. <http://artcyclopedia.com/artists/leonardo_da_vinci.html>. This site provides access to art museums and copyrighted copies of Leonardo’s works.

“Medieval History: Renaissance Studies.”
<<http://historymedren.about.com/homework/historymedren/cs/therenaissance/index.htm?iam=dpile&terms=%2Brenaissance>>. This site provides numerous links to a variety of information on the Renaissance.

“Michelangelo Buonarroti.” *Artcyclopedia*. <http://artcyclopedia.com/artists/michelangelo_buonarroti.html>. This site provides access to art museums and copyrighted copies of Michelangelo’s works.

“Niccolo Machiavelli.” <<http://www.ctbw.com/lubman.htm>>. This site provides a brief biography of Machiavelli.

“Petrarch: 1304-1374.” *Books and Writers*. <<http://www.kirjasto.sci.fi/petrarca.htm>>. This site provides information on the life and works of Petrarch.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for World History I. Virginia Department of Education 2003/04.
<http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wh1-1.pdf>.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning. World History and Geography to 1500 A.D. Test Blueprint. Virginia Department of Education, 2003/04.
<<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint7WHI.pdf>>. This site provides assessment information for World History and Geography to 1500 A.D.

Session 1: Introduction to the Renaissance

Materials

- Teacher-developed pre-test on the Renaissance
- Historical map of Europe in the 15th Century (display copy and one copy for each student)
- Teacher-prepared notes on important cities and centers of trade during the Renaissance
- Teacher-selected reading, worksheet, or other activity

Instructional Activities

1. Begin by having students consider the following question:

- **What previous eras have experienced tremendous change?**

Encourage students to recall enormous change that occurred during previous eras studied in this course. Explain that the Renaissance will be another example of an era of great change.

2. Administer the pre-test.
3. Discuss display map of Europe in the 15th Century, instructing students to fill in their own maps with Renaissance cities and centers of trade, including Florence, Venice, Genoa, and Flanders.
4. Present teacher-prepared notes on how each of the cities achieved importance and developed politically and/or culturally. Ask students to name modern-day cities and centers of trade. Discuss their responses.
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 2: Comparison of the Middle Ages and the Renaissance _____

Materials

- A copy of “Comparison of the Middle Ages and the Renaissance” chart for each student (Attachment A)
- Slides or other examples of Medieval and Renaissance artwork
- Textbook

Instructional Activities

1. Begin by having students consider the following question:

- **How have styles in clothing and music changed over your lifetime?**

Relate the students’ experiences with change to the changes that occurred between the Middle Ages and the Renaissance.

2. Have students divide into pairs to complete the “Comparison of the Middle Ages and the Renaissance” chart (Attachment A). They may use their textbooks for this exercise.
3. Discuss the chart with the students, emphasizing the increasing role of secularism and humanism. Show students examples of artwork to illustrate the differences between the Middle Ages and the Renaissance.

Session 3: Economic, Political, and Cultural Foundations of the Renaissance _____

Materials

- A copy of class notes on “Economic and Political Foundations of the Renaissance” (Attachment B) for each student
- A copy of class notes on “Cultural Change during the Renaissance” (Attachment C) for each student
- Overhead projector (optional)
- Teacher-selected reading, worksheet, or other activity

Instructional Activities

1. Put class notes on the board or overhead for “Economic and Political Foundations of the Renaissance” (Attachment B). Discuss the notes, emphasizing the rise and politics of the Italian city-states.
2. Ask students to relate Renaissance concepts to situations in the modern-day world, posing and asking questions such as the following:
 - **Do we have patrons of the arts in today’s world?**
 - **What is the difference between usury in the Renaissance and today’s practice of charging interest for loans and credit card purchases? Are there any similarities between the two?**
3. Put class notes for “Cultural Change during the Renaissance” (Attachment C) on the board or overhead. Discuss the intellectual movements, writers, and artists of the period. (NOTE: This lesson may extend to two sessions.)
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 4: Machiavelli's *The Prince*

Materials

- A copy of excerpts from Machiavelli's *The Prince* (e.g., "It is better to be feared than loved") for each student
- Teacher-developed list of Renaissance art terms and artists

Instructional Activities

1. Begin by having students consider the following question:

- **What attributes make for a good leader?**

Explain that Machiavelli had some ideas on leadership that might surprise them.

2. Read the selected excerpts from *The Prince* as a class.
3. Divide students into small groups, and instruct them to write down modern-day scenarios/conflicts (in school, at work, in the news) and hypothesize how Machiavelli would advise dealing with those scenarios. The teacher may wish to give examples of these scenarios to expedite the process.
4. For homework, assign important Renaissance art terms and artists for students to identify.

Session 5: Renaissance Art

Materials

- Internet access and/or other teacher-provided art resources
- Slides, a video, or a teacher-developed overhead or electronic presentation of Renaissance art

Instructional Activities

1. Begin by having students respond to the following question:

- **What forms do today's artists use to express themselves?**

Have students give examples of a variety of modern-day art forms, such as painting, sculpture, cartoons, computer art, and other forms. Explain that painting and sculpture were popular art forms during the Renaissance.

2. Use slides, overhead transparencies, an electronic presentation, or a video to show examples of Renaissance art.
3. As the class discusses the examples of Renaissance art in the visual presentation, incorporate the art terms and artists that students defined in their homework assignment.
4. Divide students into groups of 3-4 students each and assign them a Renaissance artist to research. Possibilities could include Michelangelo, Leonardo da Vinci, Raphael, Botticelli, Van Eyck, Holbein, Durer, Massacio, and Donatello.

OR

Divide class into groups of 3-4 students, and assign them to research and analyze a work of Renaissance art, sculpture, or architecture. Instruct students to prepare a description of the work in detail, looking for Greco-Roman inspiration, secular subject matter, perspective, emphasis on the individual, and the portrayal of emotion. If time allows, have them compare the work to another by the same artist or in the same medium.

5. Use the remainder of the period for student research.

Session 6: Student Presentations

Materials

- Samples of Renaissance arts works on computer or overhead projection (optional)

Instructional Activities

1. Use one-third of the class period for students to complete their research begun in Session 5 and to plan a brief presentation. Students' presentations should provide descriptive information about the artist and the artist's most famous works (or about the work(s) or art they have analyzed).
2. Have student groups make presentations to the class. If possible, use an LCD projection or overhead transparencies to show the artwork to the class as students are presenting. (NOTE: This lesson plan could be turned into a more elaborate project.)

Session 7: Renaissance Humanism and Literature

Materials

- A copy of teacher-provided primary source reading by Petrarch or another Renaissance humanist for each student
- Teacher-selected excerpt from a Shakespearian play (if possible, a play familiar to the students)
- Teacher-developed questions for discussion on selected humanist and Shakespearean readings (optional)

Instructional Activities

1. Begin by asking students to answer the following question:

- **What types of literature are you most interested in reading?**

Attempt to elicit responses about what they read for pleasure, not just for school. Explain that they are going to examine the literature of the Renaissance.

2. Display notes on Renaissance humanists and discuss their role in Renaissance culture.
3. Divide the class in two. Have one group read Petrarch and the other group read Shakespeare. The teacher may wish to have questions to accompany the readings and a group “leader” to guide the discussion. Have the groups switch authors when they are done.
4. As a whole class, discuss how the authors are similar and different and why each is important.

Session 8: Key Figures of the Italian Renaissance

Materials

- A display copy of one or more *Who's Who* books from the media center or other source (or information from a Web site such as the following: http://www.marquiswhoswho.com/products/productlist_main.asp)

Instructional Activities

1. Begin by asking students if they are familiar with a *Who's Who* book. Show them (or describe) the contents of a real *Who's Who* publication. Explain that these publications can be general (e.g., *Who's Who in the World*) or specialized (e.g., *Who's Who in American Education*). Ask them to name some reasons that such a book might be useful.
2. Divide the class into three groups to prepare a "Who's Who" list of the Italian Renaissance. Assign artists to one group, humanists and other writers to another, and political leaders of the time to another. Have the groups select the figures for their category and write a descriptive annotation about each figure.
3. Bring the groups together to report on their lists. Ask the class if additional names should be included in any of the categories. (NOTE: This activity could become a more extensive class project in which the information collected during this session could be transformed into an illustrated booklet for display in the classroom, or a copy could be made for each student.)

Session 9: Comparison of the Italian Renaissance and the Northern Renaissance_____***Materials***

- A copy of “The Spread of the Renaissance” class notes (Attachment D) for each student
- A copy of “Comparison of Italian and Northern Renaissance” chart (Attachment E) for each student
- Samples of artwork from the Northern Renaissance (Durer, Van Eyck, Hans Holbein the Younger, Bruegel)

Instructional Activities

1. Begin by asking students to respond to the following question:

- **How do trends and culture differ geographically?**

Ask students to name trends and cultural characteristics that differ from one part of the United States to another. If students have trouble thinking of examples, you may wish to prompt them to think about music, food, or some other area of your choice.

2. Discuss notes about “The Spread of the Renaissance,” asking students to think about the similarities and differences between the Italian Renaissance and the Northern Renaissance.
3. As a class, have students fill in the chart comparing the Italian Renaissance to the Northern Renaissance (Attachment E). While completing the chart, show students samples of Northern Renaissance artwork. Discuss the similarities and differences between the Northern Renaissance and the Italian Renaissance.

Session 10: The Social Criticism of More and Erasmus

Materials

- Teacher-selected excerpt from Sir Thomas More's *Utopia* or *The Praise of Folly* by Erasmus
- Teacher-developed questions on the More or Erasmus excerpts

Instructional Activities

1. Begin by having students consider the following question:

- **How do authors, movie directors, and/or musicians make fun of society today?**

Explain that Renaissance authors like More and Erasmus also criticized their society.

2. Complete the reading from More or Erasmus in small groups or as a whole class.
3. Have students answer teacher-developed questions on the reading to check for comprehension.
4. For additional classwork or homework, have students write their own critique of society using satire or a fable.

Session 11: Review

Materials

- Teacher-developed Pictionary®-like cards with one Renaissance term printed on each card

Instructional Activities

1. Begin by inviting a few student volunteers to read their fable or satire to the class.
2. Explain that this session will be a review for the test coming in the next session. The review will take the form of a Renaissance Pictionary®-like game.
3. Divide the class into two teams. Using the teacher-developed cards with various Renaissance terms, have one student at a time attempt to visually illustrate the term while the student's teammates guess what it is. When the team has guessed correctly, they must then define the term to ensure mastery. Possible terms to use include the following: Renaissance, Florence, Flanders, Medici, Michelangelo, Leonardo da Vinci, Raphael, Erasmus, Petrarch, perspective, Sistine Chapel, city-states, Machiavelli, The Prince, Pope Julius II.
2. For homework, have students study for the test on the Renaissance, scheduled for the next session.

Session 12: Assessment

Materials

- Assessment (For sample assessment items, see Attachment F.)

Instructional Activities

1. Administer the assessment.

Session 13: European History Timeline (Year Review) _____

Materials

- Butcher paper (or any other kind of paper that can be unrolled into large sheets)
- Markers
- Text

Instructional Activities

1. A “European History Timeline” activity can serve as a “wrap-up” of European history and the start of Standards of Learning (SOL) review. In small groups, have students determine what they feel are the top ten pivotal events in European history. Have them write the events as a timeline on the butcher paper.
2. After students are finished, tape the papers around the classroom and have the students discuss their “top ten timeline.” (NOTE: This activity can also be done again later at the end of World History and Geography from 1500 A.D. to the Present.)

Attachment A: Comparison of the Middle Ages and the Renaissance _____

	MIDDLE AGES	RENAISSANCE
Art		
Literature		
Role of the Church		
Role of the Individual		

Attachment B: Economic and Political Foundations of the Renaissance (Class Notes)____

NOTE: If desired, enlarge the font and print on an overhead transparency.

Economic and political foundations of the Renaissance

- Wealthy merchant families were involved in business and politics. In addition, many were patrons (supporters) of the arts.
 - Medici Family of Florence
 - a. Cosimo de Medici was involved in banking, ruled Florence, and was a supporter of artistic and scholarly projects.
 - b. Lorenzo de Medici (also known as Lorenzo the Magnificent) was involved in banking and also ruled Florence. He was a patron to many artists, most notably Michelangelo.
 - Sforza family in Milan (Caterina Sforza ruled Milan)
 - Isabella D’Este of Mantua was a patron of the arts.
- Trade flourished in Italy during the Middle Ages and the Renaissance, creating unprecedented wealth in Florence, Genoa, and Venice. Goods traded included woolens, leather, and silk. Florence was particularly known for banking (Medici family) and textiles.
- Usury (charging interest on money loaned) and using letters of credit became accepted practices during the Renaissance.
- The Italian city-states were independent and enjoyed a democratic atmosphere. The Pope during this time was in Avignon and did not interfere with politics.

Attachment C: Cultural Change during the Renaissance (Class Notes) _____

NOTE: If desired, enlarge the font and print on an overhead transparency.

Intellectual Movements

- Humanism—a movement celebrating the glory and power of humans as an important part of the world.
- Classicism—a return to the ideals of Greece and Rome in intellectual thought, art, and architecture.
- Secularism—interest in the non-religious world and enjoyment of worldly pleasures.

Humanism and Literature

- **Petrarch** is considered the “father of humanism.” He wrote in prose and poetry about classical virtues and his unrequited love for a woman he called “Laura.” He wrote in both Italian and Latin. Supposedly, he died with a pen in his hand.
- Dante’s *The Divine Comedy* emphasized politics and human interests. He wrote in the vernacular instead of Latin
- Castiglione wrote *The Courtier*, a handbook on how to be a “Renaissance Man.” Castiglione thought that men should speak Greek and Latin; be charming, polite, and witty; and be physically strong and graceful.
- Machiavelli’s *The Prince* served as a secular treatise on how to be a good ruler. An idea attributed to Machiavelli is “The ends justify the means.” He frequently discusses ancient leaders as illustrations of what a good ruler should do.
- Erasmus wrote *The Praise of Folly*, which poked fun at the clergy, scholars, and merchants. He was from Flanders, a center of the Northern Renaissance.
- Shakespeare, an English playwright, wrote about the human condition in both tragedies and comedies.

Art

- Early Renaissance Artists
 - Giotto di Bondone painted frescos (painting wet plaster) of human figures that show depth and emotion.
 - Ghiberti carved the doors to the Florence Baptistry.
 - Brunelleschi designed the dome of the Cathedral of Florence, the first dome since antiquity.
 - Donatello sculpted the first freestanding nude statue of “David”.
 - Masaccio used perspective in painting to show distance and is considered the “father of modern painting.”
- High Renaissance Artists
 - Michelangelo sculpted the “David” and the “Pieta”; he is likewise known for painting of the Sistine Chapel ceiling with “The Last Judgment.” He also designed a dome for St. Peter’s Cathedral in Rome for Pope Julius II.
 - Leonardo da Vinci painted “The Last Supper” and “The Mona Lisa”; he is also a renowned engineer and architect. A later patron of Leonardo is Francis I of France.
 - Raphael painted “The School of Athens” and many Madonnas.
- Northern Renaissance Artists
 - Durer created woodcuts and engravings.
 - Hans Holbein the younger is famous for his portraits, including “Henry VIII”.
 - Van Eyck is known for his paintings with vivid color and detail, such as “The Marriage Portrait.”
 - Peter Bruegel the Elder is known for his paintings of weddings, festivals, and detailed peasant life.

Attachment D: Spread of the Renaissance (Class Notes) _____

NOTE: If desired, enlarge the font and print on an overhead transparency.

Important Cultural Centers of the Renaissance

- The center of the Italian Renaissance in the 1400s (Quattrocento) was Florence.
- In the 1500s, Rome became a center of art with Pope Julius II (1503–1513). He loved art and power and built a new St. Peter’s Cathedral with the help of Michelangelo.
- The Renaissance spread north as artists and ideas traveled. We refer to this as the “Northern Renaissance.” Flanders (the region of present-day Belgium) was a center of the Northern Renaissance.

Art and Humanism of the Northern Renaissance

- The Northern Renaissance saw a fusion between Christianity and humanism. Art and literature were still primarily based on religion.
 - Northern Renaissance artists included Durer, Hans Holbein the Younger, Van Eyck, and Peter Bruegel the Elder.
 - Northern humanists included Erasmus and Sir Thomas More. Their writings tended to be infused with Christianity.
 - In 1450 Johannes Gutenberg invented a printing press that used movable type. The Bible became an instant best seller.

Attachment E: Comparison of the Italian and Northern Renaissance _____

	ITALIAN RENAISSANCE	NORTHERN RENAISSANCE
Geographic centers		
Artists		
Literature		
Characteristics		

Attachment F: Sample Assessment Items

Asterisk (*) indicates correct answer.

<p>Discussion/Essay</p> <ol style="list-style-type: none"> Compare and contrast the Medieval Era to the Renaissance. Describe three important figures in the Renaissance. What did they contribute to the period? How did they change art, politics, or literature? Compare and contrast Renaissance art and Medieval art. What are the similarities and differences? How is the Northern Renaissance different from the Italian Renaissance? How are the two alike? <p>Multiple Choice</p> <ol style="list-style-type: none"> The Renaissance first began in the city-state of A Flanders. B Florence.* C Rome. D Venice. The banking family that supported the arts and were politically active were A the da Vincis. B the Tudors. C the Borgias. D the Medicis.* The center of the Northern Renaissance was A Flanders.* B Florence. C London. D Paris. 	<ol style="list-style-type: none"> This “Renaissance man” was an artist, engineer, and scientist: A Raphael B Lorenzo de Medici C Leonardo da Vinci* D Michelangelo Renaissance art includes all of the following EXCEPT: A Sculpture that is three-dimensional B Use of perspective C Display of emotion D Exclusively religious subjects* He is considered the “father” of humanism and was a poet. A Shakespeare B Petrarch* C Machiavelli D Bruni Machiavelli’s book on secular statecraft is entitled A <i>The Prince</i>.* B <i>The Book of the Courtier</i>. C <i>Florentine Politics</i>. D <i>History of Florence</i>. This poet and playwright was from England: A Sir Thomas More B Shakespeare* C Petrarch D Henry VII
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